OISE/UT LIBRARY
3 0005 03178358 5

lic District School Board Writing Partnership

Course Profile

Classical Languages

Level One
Academic

407.12713
059MET/C
Classical languages
10P
Level 1
Academic

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

April 2000

BDC-6417
MLC

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2000

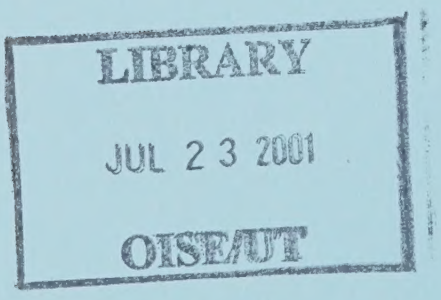
Acknowledgments

Lead Board
Simcoe County District School Board
Director of Education: Sharon Bate
Superintendent of Student Services: Nancy Tully-Peever

Project Manager
Margaret-Anne Gillis, Barrie Central Collegiate

Course Profile Writing Team
Jennifer Archer, Jarvis Collegiate, Toronto
Elizabeth Ellison, Elmwood School, Ottawa
James Lynd, O'Neill Collegiate, Oshawa

Internal Reviewers
Rocky Yeung, Leaside High School, Toronto



Course Overview
Classical Languages, Level 1, Academic

Identifying Information

Course Developers

Margaret-Anne Gillis (Project Manager)
Jennifer Archer
Elizabeth Ellison
Jim Lynd

Development Date: July 12-23, 1999
Course Revisers: (Internal) Rocky Yeung
Revision Date: July 21, 1999
Course Title: Classical Languages, Level 1, Academic
Secondary Policy Document Publication Date: *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*
Ministry Course Code: LVGAD/LVLAD
Credit Value: 1

Description/Rationale

The study of Latin and ancient Greek introduces students to the linguistic and cultural roots of Western societies. By learning these languages, students become more aware of grammar in English and other modern languages. In addition, the study of Latin and ancient Greek root words increases their vocabulary and improves their spelling. As a consequence, students enrolled in Classical language programs are able to speak, read, and write with greater proficiency, and are able to learn other languages more readily. Moreover, the knowledge students gain of the literature, mythology, archaeology, and art, as well as the commercial and social practices of ancient civilizations enables them to better appreciate and respect their own heritage and that of others.

Classical language courses are taught primarily in English. Through activities such as presentations, reports, debates, and seminars, students learn to work co-operatively, develop thinking and communication skills, and acquire self-confidence. The study of Classical languages challenges students intellectually and gives them an opportunity to develop the knowledge and discipline they need to succeed in post-secondary studies and the workplace of the twenty-first century. (*The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*)

Classical language teaching does not lend itself to discrete thematic units; it tends to focus, instead, on the progressive development of interconnected skills. In the case of Latin and ancient Greek, these skills include building knowledge of grammar and vocabulary in order to translate effectively. Cultural topics are an integral part of the language study and are crucial for the students' understanding, and so they are an important component of Classical language courses. Teachers throughout the province use a variety of textbooks; therefore the "approaches" mentioned in the following course profile constitute a widely-applicable division of topics and choice of activities in order to be of use to all teachers. Teachers are not expected to teach the units outlined below in complete "bundles"; they are to be sampled, where teachers feel they need an activity to teach a specific aspect of the course. These units are arranged thematically to allow teachers to locate easily an activity they need in order to teach a particular concept.

Teachers using this course profile document should keep in mind that they are their own primary resource. The textbook(s) and resources listed in this document can be of assistance to them, but the key to a successful teaching experience is creativity, adaptability, sensitivity, and a sense of humour. The units and activities listed are suggested as *possible* teaching approaches, but in no way prescriptive.

Teachers should sample the information contained herein to glean materials, activities, and ideas, which they find personally useful and applicable to their own situations.

Unit Titles (Time + Sequence)

Teachers of Classical languages in Ontario use a limited range of textbooks: *Cambridge Latin Course, Ecce Romani, Oxford Latin Course, Athenaze, Latin for Canadian Schools*. Though the vast majority of teachers use the *Cambridge Latin Course*, this course profile has not been written specifically for that text. Rather, the books have been compared to find areas of commonality so that a resource could be written that would be of use to *all* teachers of Classical languages in the province (Greek and Latin). In order to address the common requirements of all these texts, four unit areas were identified as listed below.

Unit 1	Translation	50 hours
Unit 2	Grammatical Knowledge	23 hours
Unit 3	Vocabulary / Derivatives	12 hours
Unit 4	Ancient Culture	25 hours

Time

Units have been assigned a time duration based on an approximation of the amount of time spent on these activities throughout the 110 hours required for a credit. For example, teachers would not teach the concept of nominative and accusative all at once but, over the course of the year, would work with these two grammatical elements many times for an approximate total of 120 minutes. Teachers may find that activities take them greater or less time than indicated.

Unit Description

Unit 1: Translation

Students develop an ability to translate passages of Latin or ancient Greek into English, and to translate simple phrases from English into the Classical language. This unit involves a reading - translation approach, along with a wide variety of creative and innovative activities to bring vibrancy and humour to a commonly challenging element of the course. Translation forms a significant portion of Classical language courses, and so constitutes approximately fifty hours of the instructional time allotted.

Unit 2: Grammatical Knowledge

In order to read and translate Latin and ancient Greek, students must develop an understanding of essential grammatical concepts and terminology. They must be able to analyse sentences for syntax, parts of speech, and word order. They must learn various cases of nouns, tenses of verbs, and other grammatical constructions. They can then apply their understanding of Classical grammar to English and other languages. Students demonstrate their understanding through translation, composition, and analytical and consolidation activities which require them to apply their knowledge to new situations. This unit is designed to provide activities, which facilitate the acquisition of grammatical skills.

While accurate translation can reflect a student's understanding of grammatical concepts, it can also be the result of "guessing" based on contextual clues. Teachers include strong grammatical instruction in their program so students understand *why* some translations are accurate while others are not, and *how* texts are translated correctly.

Unit 3: Vocabulary/Derivatives

Students develop an understanding of essential vocabulary and derivatives necessary for translation and for simple communication within the Classical language. A variety of activities and teaching methods is used to assist students in assimilating the required material. Students develop linguistic skills which are not only helpful to them in working with the Classical language, but which also greatly facilitate their learning of English and other languages. The activities suggested are offered to provide assistance to teachers in improving the ease of their students' acquisition of vocabulary and derivatives.

Unit 4: Ancient Culture

Students develop an understanding of the ancient culture whose language they are studying, since the language is taught through stories reflecting its cultural heritage. Through both individual and group work, including research and hands-on activities, students have the opportunity to see the past come alive. This section of the course is taught in English (with reference to Classical passages read in class), and should involve a range of teaching and learning approaches in order to best meet the needs of students. This unit constitutes a wonderful opportunity for teachers and students to be creative and imaginative in learning about ancient cultures.

Course Notes

The units and activities listed throughout are suggested as possible teaching approaches, but are in no way prescriptive. Units are not meant to be taught in complete blocks (i.e., translation is not meant to be taught in a 50-hour uninterrupted period). Indication is given at the beginning of each activity as to how many times the activity could be done within the course, and the approximate length of time one performance of the activity will take. *It is essential to remember that these are only approximations, however, and that teachers may adjust activities to meet their own needs and circumstances.*

The student is at the centre of all activities outlined below. However, because this is a beginning level course, in which students will have little or no background, it is often essential for the teacher to direct and guide the activity.

Teaching/Learning Strategies

To meet the needs of all students and to ensure their successful learning, teachers use a number of approaches to course content, including co-operative learning, individual assignments, hands-on/creative activities, games, dramatizations/skits, tests, quizzes, exams, essays/research projects, personal response writing, translations, creative writing, and so forth.

An activities-oriented approach to teaching requires teachers to pay particular attention to health and safety considerations. For instance, teachers using food should be aware of any allergies or other medical conditions within their classroom. If an activity requires students to move about, engage in physical activity, teachers should review proper behaviour and safety practices. Teachers should ensure that any materials used for re-enactments, for example, are safe and appropriate to the students' ages.

Cultural References

Courses in Classical languages focus on the cultures of ancient Greece and Rome with specific reference to cultures and peoples within the Roman Empire such as the Celts, and people of Turkey, the Middle East to India [Syria, Lebanon, Israel, Iraq, Iran], Armenia, Georgia, Romania, Egypt, and all of northern Africa including some African tribes. In this way, students are encouraged to appreciate the linguistic and cultural inheritance of the West, which originated in ancient Greece and Rome, and also to demonstrate sensitivity toward and appreciation of the cultures and peoples of a wide geographic region both in ancient times and today. Teachers can also encourage students to draw comparisons between their own cultural backgrounds and those being studied, noting the common humanity of peoples throughout time.

Accommodations

All students who have been identified with an exceptionality will have an Individual Education Program (IEP) provided by the special education department within the school. Teachers should consult the special education personnel when implementing IEP materials, especially when trying to deal with more difficult accommodations than those listed below.

Accommodations for students having special needs can be made at various stages in this unit. Teachers should approach the activities in this document, always keeping in mind the specific needs of students within their own classrooms, whether these needs are based on students' learning styles or particular challenges.

ESL/ELD Students

Students of ESL/ELD who have not yet achieved a working proficiency in English may experience extreme difficulty in studying Latin/ancient Greek. Computer programs that assist students in learning the elements of Latin/ancient Greek could be incorporated in order to assist them with this process. Additional time for tests, assignments, and other evaluations would also benefit these students and increase their success. In addition, peer mentors can be provided to assist ESL/ELD students in their learning of Latin/ancient Greek.

Visual Impairment

Students with visual impairments could be provided with large print versions of written and textual materials or with Braille versions as available. Students having access to computer technology can be provided with textual material on disk, which can be viewed in magnification or read by an electronic voice. Oral testing can be provided to these students, avoiding the need for written assessment, or additional time can be given. "Note buddies" or "peer mentors" could be provided to assist these students with note-taking, organization, or group activities. In the case of slides or videos, large-screen televisions can assist those with limited sight in viewing films; slides can be enlarged by placing the projector at a greater distance from the screen. In each case, the teacher should ensure that sufficient aural information accompanies the visuals.

Hearing Impairment

Students with hearing impairments could be seated at the front of the class to allow them to lip-read the teacher's speech or increase the efficiency of their hearing. In addition, these students can make use of technological hearing devices accompanied by a microphone worn by the teacher. Signers may be available to assist these students in learning. "Note buddies" or "peer mentors" could be provided to assist these students with note-taking, organization, or group activities.

Other Physical Impairments

Students with other physical impairments can be accommodated within an individual school or classroom setting by adjusting the classroom setup (such as the arrangement of desks) to facilitate the presence of students in wheelchairs, for example. The special education department, parent(s) / guardian(s), and the student himself or herself, can provide the best information on how this is to be done.

Giftedness

Enrichment can be offered within each activity of the unit to provide for a more fulfilling learning experience. Such accommodations could include full explanations of exceptions to grammatical rules, more challenging translations, translation from English to Latin or ancient Greek, independent research projects requiring a more in-depth analysis, video-making or creative writing projects, and the like. Students should be encouraged to use their particular area(s) of giftedness to enhance their learning and meet their potential as fully as possible.

Learning Impairments

Students having learning impairments can be assisted in this course by peer tutors or "note buddies" who assist them with organizational skills or in the acquisition of new information. Additional time for testing and alternative testing forms can also improve students' success. Computer programs, such as *Transparent Language: Latin Now!*, that allow students to work at their own pace and that provide alternate presentation of materials are available.

Other Accommodations

Teachers can make other accommodations in consultation with specific students, their parent(s), social workers, and the special education department of the school in order to create an atmosphere conducive to optimal learning.

Assessment/Evaluation Techniques

In order to give students an evaluation of their accomplishments in this course that is fair and accurate, teachers use a wide variety of diagnostic, formative, and summative assessment techniques and tools, such as rubrics, checklists, quizzes/tests, etc. Students should also be given the opportunity to reflect upon their performances, and that of their peers, through peer and self-evaluation. Teachers should explore the activities within each unit for the selection of assessment approaches recommended.

The overall and specific expectations given for each activity all link to five strands: Listening, Speaking, Reading, Writing, and Application of Knowledge to the Classical Language. These are all interconnected, yet can be evaluated separately. Therefore, each activity is accompanied by a series of expectations which allow teachers the flexibility to assess the activity through one or all of the strands, as they see fit. Each expectation satisfied by the activity is listed.

Resources

This collection of resources is organized into useful categories containing publications helpful to teachers of Latin and ancient Greek in a variety of aspects of the course. Some books have been cross-listed because they fit into several categories, but in general, teachers should consult several lists to locate appropriate materials.

The Ontario Classical Association is an excellent teacher resource that provides mentorship information for new teachers as well as useful resources.
http://arts.uwaterloo.ca/~lneuru/oca.html

Textbooks/Handbooks

Balme, Maurice and Gilbert Lawall. *Athenaze: An Introduction to Ancient Greek, Volume 1*. Oxford: Oxford University Press, 1990.

Balme, Maurice and Gilbert Lawall. *Athenaze: An Introduction to Ancient Greek, Volume 1 - Teacher's Handbook*. Oxford: Oxford University Press, 1990.

Balme, Maurice and James Morwood. *Oxford Latin Course - Part I*. Oxford: Oxford University Press, 1987.

Balme, Maurice and James Morwood. *Oxford Latin Course: Teacher's Book*. Oxford: Oxford University Press, 1987.

Balme, Maurice and James Morwood. *The Oxford Latin Reader - Teacher's Book*. Oxford: Oxford University Press, 1997.

Craig, Cheryl. *Life in Ancient Greece - Teacher's Guide and Blackline Master Package*. Edmonton, Alberta: Plains Publishing, Inc., 1992.

Perry, David J., et al. *Ecce Romani, Books 1 and 2*. Toronto: Copp Clark Pitman, 1995.

Perry, David J., et al. *Ecce Romani - Teacher's Guide I.* Toronto: Copp Clark Pitman, 1995.

Perry, David J., et al. *Ecce Romani - Teacher's Guide II.* Toronto: Copp Clark Pitman, 1995.

Phinney, Ed, et al. *Cambridge Latin Course, Unit 1.* Cambridge: Cambridge University Press, 1983.

Phinney, Ed, et al. *Cambridge Latin Course, Unit 2.* Cambridge: Cambridge University Press, 1983.

Phinney, Ed. *Cambridge Latin Course, Unit 1 - Teacher's Manual.* Cambridge: Cambridge University Press, 1983.

Phinney, Ed. Cambridge Latin Course, Units II A and II B - Teacher's Manual. Cambridge: Cambridge University Press, 1983.

Language and Grammar References

Allen, J.H. and J.B. Greenough. *A New Latin Grammar.* New Rochelle, New York: Caratzas Books, 1888.

Griffin, Robin M. *A Student's Latin Grammar.* Cambridge: Cambridge University Press, 1992.

Goldman, Norma and Ladislas Szymanski. *English Grammar for Students of Latin.* Ann Arbor: The Olivia and Hill Press, 1993.

Goodspeed, Robert C. *From Greek to Graffiti: English Words that Survive and Thrive.* Smithtown, New York: Exposition Press, 1981.

Jones. Peter. *Learn Latin.* London: Duckworth Press, 1997.

Krill, Richard M. *Greek & Latin in English Today.* Wauconda, Illinois: Bolchazy-Carducci, 1990.

Lebet, Philip E. and David J. Perry. *Vocabula et Sermones: Basic Vocabulary and Sample Conversations.* Oxford, Ohio: American Classical League.

Smyth, H.W. *Greek Grammar.* Cambridge, Massachusetts: Harvard University Press, 1956.

Taylor, B.C. *The Greeks Had a Word for It: A Handbook for Students of English.* Toronto: University of Toronto Press, 1984.

Taylor, B.C. *Latin is Alive and Well.* Toronto: University of Toronto Press, 1973.

Traupman, John C. *Conversational Latin for Oral Proficiency.* Wauconda, Illinois: Bolchazy-Carducci, 1998.

Wilson, W. Michael. *Essentials of Latin Grammar.* Chicago: Passport Books, 1965.

Computer References

Ancient Origins: Time Travel Through 5 Million Years of Human History. Tempe, Arizona: Piranha Interactive Publishing, Inc., 1998.
http://www.pirahnainteractive.com

Caesar III. Sierra
(This is a computer game which can be used to help students visualize the way in which a city evolves, the elements essential to its success as an urban settlement, and its reflection of culture.)
http://www.sierra.com

Exploring Ancient Cities.
(Pompeii, Crete, Petra)
San Francisco: Sumeria, 1994.

Latin Vocabulary Drills. North American Cambridge Classics Project.
(This program contains drills designed for use with CLC Units 1 - 4).
www.centaursystems.com

Mythology. Stanford, Connecticut: Emme Interactive, 1996.
http://emme.com

SPQR. G. T. Interactive
http://www.gtinteractive.com

Transparent Language: Latin Now! Hollis, New Hampshire: Transparent Language, Inc.
(This can be adapted for specific grammatical reinforcement for Cambridge Latin Course, Ecce Romani, and Oxford Latin Course.)
http://www.transparent.com

Translation - Sight Passage Resources

Balme, Maurice and James Morwood. *The Oxford Latin Reader*. Oxford: Oxford University Press, 1997.

Dale, C.M. *Latin Passages for Translation and Comprehension*. Cambridge: Cambridge University Press, 1981.

Dunlop, Philip. *Short Latin Stories*. Cambridge: Cambridge University Press, 1987.

Farrow, Stan. *Fabulae Ancillantes, Units 1 and 2*. Charlotte, North Carolina: North American Cambridge Classics Project Resource Centre, 1991.

Nairn, J.A. and G.A. Nairn. *Greek through Reading*. Bristol: Bristol Classical Press, 1988.

Cultural Topics

Geography in the Classical World

Bardi, Piero. *The Atlas of the Classical World*. Toronto: Stoddart Publishing, 1997.

Cornell, Tim and John Matthew. *Atlas of the Roman World*. New York: Facts on File, 1982.

Grant, Michael. *The Routledge Atlas of Classical History*. London: Routledge, 1971.

Levi, Peter. *Atlas of the Greek World*. New York: Facts on File, 1991.

Morkot, Robert. *The Penguin Historical Atlas of Ancient Greece*. London: Penguin Books, 1996.

Scarre, Chris. *The Penguin Historical Atlas of Ancient Rome*. London: Penguin Books, 1995.

Entertainments

Ash, Rhiannon. *Mystery History of the Roman Colosseum*. London: Aladdin Books, 1997.

Balsdon, J.P.V.D. *Life and Leisure in Ancient Rome*. New York: McGraw-Hill, 1969.

Barton, Carlin. *The Sorrows of the Ancient Romans: the Gladiator and the Monster*. Princeton, New Jersey: Princeton University Press, 1996.

Chrisp, Peter. *Great Buildings: The Colosseum- How It Was Built and How It Was Used*. Austin, Texas: Raintree Steck-Vaughn Company, 1997.

Connolly, Peter and Hazel Dodge. *The Ancient City: Life in Classical Athens and Rome*. Oxford: Oxford University Press, 1997.

Cullum, Albert. *Greek and Roman Plays for the Intermediate Grades*. Torrance, California: Fearon Teacher Aids, 1996.

Davidson, James. *Courtesans and Fish Cakes*. London: Harper Collins, 1997.

Grant, Michael. *Gladiators*. New York: Delacorte Press, 1967.

Hodges, Peter. *Aspects of Roman Life: Roman Sport and Entertainment*. Burnt Mill, Essex: Longman Group Ltd., 1974.

Macdonald, Fiona. *Inside Story: The Roman Colosseum*. Hemel Hempstead, Hertfordshire: Simon & Schuster, 1996.

Mann, Elizabeth. *The Roman Colosseum*. New York: Mikaya Press, 1998.

Pearson, John. *Arena: The Story of the Colosseum*. New York: McGraw-Hill, 1973.

Toner, J.P. *Leisure and Ancient Rome*. Oxford: Blackwell Publishers, 1995.

Watkins, Richard. *Gladiator*. Boston: Houghton Mifflin Company, 1997.

Wiedemann, Thomas. *Emperors and Gladiators*. London: Routledge Press, 1992.

Food and Drink

Dalby, A. and S. Grainger. *The Classical Cookbook*. Malibu, California: J. Paul Geddy Trust Publications, 1996.

Flower, Barbara and Elizabeth Rosenbaum. *Apicius: The Roman Cookery Book*. London: n. pub. 1958.

Giacosa, I. *A Taste of Ancient Rome*. Chicago: University of Chicago Press, 1992.

Smith, Jeff. *The Frugal Gourmet Cooks Three Ancient Cuisines*. New York: William Morrow Company, 1989.

Woodman, Marian. *Food and Cooking in Roman Britain: 40 Genuine Roman Recipes*. Cirencester, Gloucester: Cotswold District Council - Museum Service, 1985.

Classical Women

Balsdon, J.P.V.D. *Roman Women: Their History and Habits*. London: Bodley Head, 1962.

Cantarella, Eva. *Pandora's Daughters*. Baltimore: The Johns Hopkins University Press, 1987.

Mackail, J.W., et al. trans. *Catullus, Tibullus, Pervigilium Veneris*. Cambridge, Massachusetts: Harvard University Press, 1988.
Contains the poems of Sulpicia (Tibullus 3.11-18).

Fantham, Elaine, et al. *Women in the Classical World*. Oxford: Oxford University Press, 1984.

King, Helen. *Hippocrates' Woman: Reading the Female Body in Ancient Greece*. London: Routledge, 1998.

Kleiner, Diana, ed. *I, Claudia: Women in Ancient Rome*. New Haven, Connecticut: Yale University Art Gallery/Texas U.P. 1991.

Lattimore, Richmond , trans. *Greek Lyrics*. Chicago: University of Chicago Press, 1976.
Useful for the study of Sappho.

Lefkowitz, Mary R. and Maureen B. Fant. *Women's Life in Greece and Rome*. Baltimore: The Johns Hopkins University Press, 1992.

Massey, Michael. *Women in Ancient Greece and Rome*. Cambridge: Cambridge University Press, 1988.

Pomeroy, Sarah B. *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity*. New York: Shocken Books, 1975.

Politics and Law

Adcock, F.E. *Roman Political Ideas and Practice*. Ann Arbor: University of Michigan Press, 1959.

Barry, Nicholas. *An Introduction to Roman Law*. Oxford: Clarendon Press, 1962.

Classics Department, University of Maryland. *Ancient Elections and Politics*. Baltimore: University of Maryland.

Crook, J.A. *Law and Life of Rome*. Ithaca, New York: Cornell University Press, 1967.

Masciantonio, Rudolph. *Legal Latin: A Teacher's Guide*. Philadelphia: School District of Philadelphia.

Strasheim, Lorraine A. *Oro Vos Faciatis: An "Election Unit"*. Oxford, Ohio: American Classical League.

Slavery

Barton, Carlin. *The Sorrows of the Ancient Romans: the Gladiator and the Monster*. Princeton, New Jersey: Princeton University Press, 1996.

Wiedemann, Thomas. *Emperors and Gladiators*. London: Routledge Press, 1992.

Wiedemann, Thomas. *Greek and Roman Slavery*. London: Routledge Press, 1989.

Philosophy and Religions

Cumont, Franz. *Astrology and Religion Among the Greeks and Romans*. New York: Dover Publishing, 1912.

Meyer, Marvin W, ed. *The Ancient Mysteries: A Sourcebook - Sacred Texts of the Mystery Religions of the Ancient Mediterranean World*. New York: Harper Collins, 1987.

Ogilvie, R.M. *The Romans and Their Gods*. London: Hogarth Press, 1986.

Art and Architecture

Chrisp, Peter. *Great Buildings: The Colosseum- How It Was Built and How It Was Used*. Austin, Texas: Raintree Steck-Vaughn Company, 1997.

Chrisp, Peter. *Great Buildings: The Parthenon - How It Was Built and How It Was Used*. Austin, Texas: Raintree Steck-Vaughn Company, 1997.

Hodges, Peter. *Aspects of Roman Life: The Roman House*. Burnt Mill, Essex: The Longman Group Ltd., 1974.

Hodges, Peter. *Aspects of Roman Life: Roman Towns*. Burnt Mill, Essex: The Longman Group Ltd., 1974.

Howarth, Sarah. *Roman Places*. Brookfield, Connecticut: The Millbrook Press, 1995.

Macaulay, David. *City: A Story of Roman Planning and Construction*. Boston: Houghton Mifflin Co., 1974.

Macdonald, Fiona. *Inside Story: A Greek Temple*. Hemel Hempstead, Hertfordshire: Simon & Schuster, 1992.

Macdonald, Fiona. *Inside Story: The Roman Colosseum*. Hemel Hempstead, Hertfordshire: Simon & Schuster, 1996.

Martell, Hazel Mary. *Metropolis: Roman Town*. Brighton, England: The Salariya Book Company, 1997.

Morley, Jacqueline. *Inside Story: A Roman Villa*. Hemel Hempstead, Hertfordshire: Simon & Schuster, 1992.

Pompeii

Bisel, Sara C. *The Secrets of Vesuvius*. Toronto: Scholastic Press.

Connolly, Peter. *Pompeii*. Oxford: Oxford University Press.

Etienne, Robert. *Pompeii: The Day a City Died*. New York: Harry M. Abrams, Inc., 1992.

Goor, Ron and Nancy Goor. *Pompeii: Exploring a Roman Ghost Town*. New York: Harper Collins, 1986.

Lessing, Eric, and Antonio Verone. *Pompeii*. Paris: Editions Pierre Terrail, 1995.

Tanaka, Shelley. *I Was There: The Buried City of Pompeii*. Toronto: Madison Press Books, 1997.

Ventura, Piero and Gian Paolo Ceserani. *In Search of Pompeii*. London: Macdonald & Co., 1985.

Zanker, Paul. *Pompeii: Public and Private Life*. Cambridge, Massachusetts: Harvard University Press, 1998.

Craft and Game Books

Baxter, Nicola. *Craft Topics: Romans*. New York: Franklin Watts Inc., 1992.

Carlson, Laurie. *Classical Kids: An Activity Guide to Life in Ancient Greece and Rome*. Chicago, Illinois: Chicago Review Press, Incorporated, 1998.

Chrisp, Peter. *My World: Ancient Greece*. Chicago: World Book Inc., 1998.

Chrisp, Peter. *My World: Ancient Rome*. Chicago: World Book Inc., 1997.

Honan, Linda. *Spend the Day in Ancient Greece: Projects and Activities that Bring the Past to Life*. Toronto: John Wiley and Sons, Inc., 1998.

Honan, Linda. *Spend the Day in Ancient Rome: Projects and Activities that Bring the Past to Life.* Toronto: John Wiley and Sons, Inc., 1998.

Make It Work: The Roman Empire. Toronto: Stoddart Publishing, 1997.

General Cultural Topics

Ancient Rome

Amery, Heather. *The Time Traveller Book of Rome and Romans.* London: Usborne Publishing, 1976.

Carcopino, Jérome. *Daily Life in Ancient Rome.* London: Penguin Books, 1941.

Clare, John D. *Living History: Classical Rome.* New York: Harcourt Brace Jovanovich, 1993.

Corrick, James A. *World History Series: The Byzantine Empire.* San Diego: Lucent Books, 1997.

Bernard, Charlotte. *Caesar and Rome.* New York: Henry Holt and Company, 1996.

Buller, Jeffrey L. *Historical Films in the Latin Classroom.* Oxford, Ohio: American Classical League, 1992.

Ganeri, Anita. *Focus on Romans.* New York: Gloucester Press, 1992.

Ganeri, Anita. *How Would You Survive as an Ancient Roman?* New York: Franklin Watts, 1995.

Gardner, Jane F. and Wiedemann, Thomas. *The Roman Household: A Sourcebook.* London: Routledge, 1991.

Geyen, Marty and Linda Varju. *Modern Curriculum Press - Field Trip, Ancient Rome.* Cleveland: Modern Curriculum Press, 1992.

Grant, Michael. *The Routledge Atlas of Classical History.* London: Routledge, 1971.

Hicks, Peter. *Look Into the Past: The Romans.* Hove, East Sussex: Wayland Publishing, 1993.

Hodges, Peter. *Aspects of Roman Life: Roman Family Life.* Burnt Mill, Essex: Longman Group Ltd., 1974.

Hodges, Peter. *Aspects of Roman Life: Roman Trade and Travel.* Burnt Mill, Essex: Longman Group Ltd., 1974.

Howarth, Sarah. *Roman People.* Brookfield, Connecticut: The Millbrook Press, 1995.

James, John and Louise James. *Digging Deep Into the Past: The Romans.* Oxford: Heinemann Educational Publishers, 1997.

James, Simon. *Eyewitness Books: Ancient Rome.* Toronto: Stoddart Publishing, 1990.

James, Simon. *See Through History: Ancient Rome.* London: Hamlyn Children's Books, 1992.

Langley, Lee Andrew and Philip De Souza. *The Roman News.* Cambridge, Massachusetts: Candlewick Press, 1996.

Lewis, Napthali and Meyer Reinhold. *Roman Civilizations Sourcebook I: The Republic.* New York: Harper and Row, 1966.

Lewis, Napthali and Meyer Reinhold. *Roman Civilizations Sourcebook II: The Empire.* New York: Harper and Row, 1966.

Liberati, Anna Maria and Fabio Bourbon. *Ancient Rome: History of a Civilization that Ruled the World.* New York: Stewart, Tabori, and Chang, 1996.

Macdonald, Fiona. *First Facts About the Ancient Romans.* Brighton, England: The Salariya Book Company, 1996.

Martin, Peter and Richard Pulley. *The Roman World from Republic to Empire.* Cambridge: Cambridge University Press, 1992.

Millard, Anne. *Welcome to Ancient Rome.* Lincolnwood, Illinois: National Textbook Company, 1981.

Nardo, Don. *The Way People Live: Life in Ancient Rome*. San Diego: Lucent Books, 1997.

Poulton, Michael. *Life in the Time of Augustus and the Ancient Romans*. Austin, Texas: Raintree Steck - Vaughn, 1993.

Roberts, Hildegard Wulfing. *Classical Rome Comes Alive*. Eaglewood, Colorado: Teacher Ideas Press, 1992.

Roberts, Paul C. *The Nature Company Discoveries Library: Ancient Rome*. McMahons Point, Australia: Weldon Owen Pty Limited, 1997.

Scarre, Chris. *The Penguin Historical Atlas of Ancient Rome*. London: Penguin Books, 1995.

Shelton, Jo-Ann. *As the Romans Did: A Sourcebook in Roman Social History*. Oxford: Oxford University Press, 1988.

Veyne, Paul, ed. *A History of Private Life from Pagan Rome to Byzantium*. Cambridge, Massachusetts: Harvard University Press, 1987.

Whittock, Martyn. *The Roman Empire*. New York: Peter Bedrick Books, 1993.

Ancient Greece

Clare, John D. *I Was There: Ancient Greece*. London: The Bodley Head, 1993.

Craig, Cheryl. *Life in Ancient Greece*. Edmonton, Alberta: Plains Publishing, Inc., 1992.

Descamps-Lequime, Sophie and Denise Vernerey. *The Ancient Greeks in the Land of the Gods*. Brookfield, Connecticut: The Millbrook Press, 1992.

Ganeri, Anita. *Focus on Ancient Greeks*. Toronto: Gloucester Press, 1993.

Laisne, Claude. *Art of Ancient Greece: Painting, Sculpture, Architecture*. Paris: Editions Pierre Terrail, 1995.

Loverance, Rowena. *See Through History: Ancient Greece*. London: Hamlyn Children's Books, 1992.

Macdonald, Fiona, et al. *How Would You Survive as an Ancient Greek?* New York: Franklin Watts, 1995.

Morkot, Robert. *The Penguin Historical Atlas of Ancient Greece*. London: Penguin Books, 1996.

Pearson, Anne. *What Do We Know About the Ancient Greeks?* Hemel Hempstead, Hertfordshire, 1992.

Pearson, Anne. *Eyewitness Books: Ancient Greece*. Toronto: Stoddart Publishing, 1992.

Pipe, Jim. *Mystery History of the Trojan Horse*. London: Aladdin Books, 1997.

Poulton, Michael. *Life in the Time of Pericles and the Ancient Greeks*. Austin, Texas: Raintree Steck - Vaughn, 1993.

Powell, Anton and Philip Steele. *The Greek News*. Cambridge, Massachusetts: Candlewick Press, 1996.

Rees, Rosemary. *Understanding People in the Past: The Ancient Greeks*. Crystal Lake, Illinois: Heinemann Library, 1997.

Schofield, Louise. *The Nature Company Discoveries Library: Ancient Greece*. McMahons Point, Australia: Weldon Owen Pty Limited, 1997.

Theulé, Frédéric. *Alexander and His Times*. New York: Henry Holt and Company, 1996.

Williams, A. Susan. *Look Into the Past: The Greeks*. Hove, East Sussex: Wayland Publishing, 1993.

Other Cultures/Roman Empire

Bianchi, Robert Steven. *The Nubians: People of the Ancient Nile*. Brookfield, Connecticut: The Millbrook Press, 1994.

Corbishley, Mike. *Pathways: Timelines of the Ancient World*. Hemel Hempstead, Hertfordshire: Macdonald Young Books, 1995.

Corbishley, Mike. *Timelink: Ancient World*. London: Hamlyn Children's Books, 1992.

Hunter, Erica D. *Cultural Atlas for Young People: First Civilizations*. New York: Facts On File, Inc., 1994.

James, Peter, and Nick Thorpe. *Wonders of the Past!: Ancient Inventions*. New York: Ballantine Books, 1995.

Martell, Hazel Mary. *The Kingfisher Book of the Ancient World*. New York: Kingfisher, 1995.

Martell, Hazel Mary. *See Through History: The Celts*. London: Hamlyn Children's Books, 1995.

Martell, Hazel Mary. *What Do We Know About the Celts?* Hemel Hempstead, Hertfordshire: Simon and Schuster Young Books, 1993.

Place, Robin. *Clues from the Past*. Hove, East Sussex: Wayland Publishing Ltd., 1993.

Tubb, Jonathan N. *Eyewitness Books: Bible Lands*. Toronto: Stoddart Publishing, 1991.

Whittock, Martyn. *The Roman Empire*. New York: Peter Bedrick Books, 1993.

Wilkinson, Philip. *Mysterious Places: The Mediterranean*. New York: Chelsea House Publishers, 1994.

Zeinert, Karen. *Cultures of the Past: The Persian Empire*. New York: Benchmark Books, 1997.

Web Sites of Interest to Latin/Classics Teachers

Associations and Resources

Ontario Classical Association
http://arts.uwaterloo.ca/~lneuru/oca.html

Classical Association of Canada
ivory.trentu.ca/www/cl/cac

(England) Joint Association of Classics Teachers
http://www.jact.uk

American Classical League
http://www.aclclassics.org

North American Cambridge Classics Project
http://www.cambridgelatin.com

(American) National Junior Classical League
http://www.njcl.org

(American) National Senior Classical League
http://www.nscl.org

Classical Course Database - Course Materials
http://www.tlg.uci.edu/~tlg/index/courses.html

E-mail discussion list for teachers

Latinteach
http//www.geocities.com/Athens/Styx/1790/index/html

Women and Gender in the Ancient World

Diotima
http://www.uky.edu/Arts&Sciences/Classics/gender.html

Historical Fiction

Fictional Rome
http://loki.stockton.edu/~roman/fiction/

General

News in Latin: Nuntii Latini
http://www.yle.fi/fbc/radiofin.html

Latin Penpals: Grex Latine Loquentium
LISTSERV@PLEARN.EDU.PL

Latin Music
http://www.pathname.com/enya/

Pedagogical Resources

Classical Language Teaching

Buller, Jeffrey L. *Historical Films in the Latin Classroom*. Oxford, Ohio: American Classical League 1992.

McCrae, Linda R. *Latina Vivit: A Guide to Lively Latin Classes*. Portland, Maine: J. Weston Walch Publishers, 1986.

The Methodology Committee, American Classical League. *Expertis credite...* Oxford, Ohio: American Classical League, 1989.

Salerno, Dorsey Price. *Latin for Beginners: A Handbook for Teachers*. Oxford, Ohio: American Classical League.

Co-operative Learning

Bellanca, J. and R. Fogarty. *Blueprints for Thinking in the Co-operative Classroom*. Palatine, Illinois: Skylight Publishing Incorporated, 1990.

Clarke, J., et al. *Together We Learn: Co-operative Small Group Learning*. Scarborough: Prentice-Hall Canada Inc., 1989.

Learning Styles

Bandler, R. and J. Grinder. *Frogs into Princes: Neuro Linguistic Programming*. Moab, Utah: Real People Press, 1979.

Bell, L.M., et al. *Independent Learning: Process to Product*. Toronto: OSSTF, 1989.

Mann, L. *Teaching the Learning-Disabled Adolescent*. Boston: Houghton Mifflin, 1978.

Nagel, R., et al. *Not Alone: Teaching the Secondary Student with Special Needs*. Toronto: OSSTF, 1981.

Oppenheim, J. *Getting it Right: Meeting the Needs of the Early Adolescent Learners*. Toronto: Federation of Women Teachers of Ontario, 1990.

Winzer, M. *Children with Exceptionalities in Canadian Classrooms*. Scarborough: Prentice Hall, 1995.

Assessment

Cornfield, R., et al. *Making the Grade*. Scarborough: Prentice Hall, 1987.

Midwood, D., K. O'Connor, and M. Simpson. *Assess for Success: Assessment, Evaluation, and Reporting for Successful Learning*. Toronto: OSSTF, 1993.

Ontario Policy Documents

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10: Classical and International Languages*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Engendering Equity: Transforming Curriculum*. Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training. *ESL/ESD: English as a Second Language/Dialect, Int. and Sr. Division*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education and Training. *Handbook for Teachers of Students with Learning Disabilities*. Toronto: Queen's Printer, 1980.

Ontario Ministry of Education and Training. *Individual Education Plan (IEP): A Resource Guide*. Toronto: Queen's Printer, 1998.

Ontario Ministry of Education and Training. *The Ontario Curriculum: Grades 1-8 Language*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10. English*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *The Ontario Curriculum: Grades 9-12 English as a Second Language and English Literacy Development*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Stepping Up! Ontario's New Standards for High Schools*. Toronto: Queen's Printer, 1997.

Ministry Web Sites

OISE/UT Home Page
http://www.oise.utoronto.ca/

Creating Rubrics
http://mailer.fsu.edu/~jflake/rubrics.html

Lesson Plans
http://edsitement.neh.fed.us/guides/g_intro2.htm

Ontario Curriculum Clearinghouse
http://www.curriculum.org

Course Evaluation

Teachers can evaluate the success of their course through a variety of methods. Formal (through tests, exams, etc.) and informal observations (through classroom discussions, and interpersonal interaction) of student performance throughout the year are useful to teachers in adjusting their approach to different aspects of the course. A questionnaire at the end of the course could also be used to allow students to express their views regarding their own success and learning strategies (see Appendix A1 - End of Course Student Self-Assessment). If teachers wish to have students reassess their learning on a unit by unit or activity by activity basis, this end of course questionnaire can be adapted.

Appendix A1 (Continued)

End of Course Student Self-Assessment

5. Attitude: Give yourself a mark out of ten on the scale below, honestly and accurately reflecting your attitude in this class to date. You may give partial marks.

Were you attentive in class?	2	4	6	8	10
Did you participate in class discussions?	2	4	6	8	10
Did you misbehave or interrupt the class?	2	4	6	8	10
Were you polite to the teacher?	2	4	6	8	10
Did you respect the class rules?	2	4	6	8	10

6. **General questions**

If you were not able to achieve the level of success you wanted to, what could you have done differently?

Which activities did you enjoy the most and why?

Which activities did you enjoy the least and why?

Which assignments did you find particularly challenging/difficult and why?

Which assignments were particularly easy and why?

If you could make one suggestion to improve this course, what would it be?

Is there anything you would like your teacher to know about how you learn in order to respond to your learning needs better?

Coded Expectations, Classical Languages, Level One, Academic
Ancient Greek Expectations, LVG AD

Oral Communication: Listening

Overall Expectations

OLV.01

– demonstrate an understanding of simple spoken Latin or ancient Greek;

OLV.02

– show an understanding of basic aspects of ancient societies.

Specific Expectations

OL1.01

– demonstrate an understanding of spoken words, phrases, questions, and simple passages in the classical language by answering questions and translating material;

OL1.02

– identify and use standard pronunciation of Latin or ancient Greek

OL1.03

– demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;

OL1.04

– identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews).

Oral Communication: Speaking

Overall Expectations

OSV.01

– use the classical language to communicate simple ideas, using vocabulary and grammatical forms appropriate to the level;

OSV.02

– understand and respond to simple passages in the classical language;

OSV.03

– apply their knowledge of ancient societies in a variety of appropriate contexts.

Specific Expectations

OS1.01

– use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);

OS1.02

– apply correct grammar in Latin or ancient Greek in question-and-answer activities and problem-solving exercises (e.g., exercises that involve completing unfinished sentences);

OS1.03

– apply correct grammar in English in oral language activities;

OS1.04

– use knowledge of Latin or Greek roots and grammar when speaking in English;

OS1.05

– translate simple passages in the classical language, both with and without preparation (sight passages);

OS1.06
– explain the meaning of simple passages in the classical language by paraphrasing, summarizing, and answering questions;
OS1.07
– describe personal reactions to material studied by participating in small- and large-group discussions;
OS1.08
– demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations.

Reading
Overall Expectations
REV.01
– read and demonstrate an understanding of simple texts in the classical language;
REV.02
– demonstrate knowledge of ancient societies.

Specific Expectations
RE1.01
– read simple stories in the classical language and respond to main ideas;
RE1.02
– identify simple grammatical constructions (e.g., subject-verb agreement) in Latin or ancient Greek texts as well as in English materials;
RE1.03
– use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04
– show an understanding of the alphabet of the classical language, including the ways in which it differs from our modern alphabet;
RE1.05
– demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions.

Writing
Overall Expectations
WRV.01
– write simple phrases and sentences in the classical language, using grammatical forms and vocabulary appropriate to the level;
WRV.02
– use vocabulary and grammar correctly in English in writing activities;
WRV.03
– demonstrate an understanding of simple passages in the classical language in various writing activities;
WRV.04
– demonstrate knowledge of ancient societies in their writing.

Specific Expectations

WR1.01

– use vocabulary correctly and appropriately in the classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);

WR1.02

– apply correct grammatical forms in the classical language in question-and-answer activities (e.g., fill-in-the-blanks exercises);

WR1.03

– use correct grammar and vocabulary in English in various writing activities;

WR1.04

– use knowledge of Latin or ancient Greek roots and grammar when writing in English;

WR1.05

– demonstrate understanding of simple passages in the classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);

WR1.06

– produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;

WR1.07

– demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

AKV.01

– identify the role of the classical language in the development of other languages;

AKV.02

– apply knowledge of simple Latin or ancient Greek vocabulary and grammar to English and other languages;

AKV.03

– show an understanding of the influence of classical culture on the cultures of later societies.

Specific Expectations

AK1.01

– identify words derived from the classical language in English and other languages and use such words accurately;

AK1.02

– identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts;

AK1.03

– use correctly simple grammatical forms that are common to the classical language, English, and other languages in speaking and writing activities (e.g., subject-verb agreement);

AK1.04

– speak and write in English with clarity and precision;

AK1.05
– gather and analyse information about the ancient world, using a variety of electronic and print sources, including books, the Internet, and software packages;
AK1.06
– show the influence of classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Grammar and Language Knowledge

Ancient Greek

GL1.01
– Nouns– all cases, numbers, and genders, declensions 1, 2, 3 (regular)– some common irregular nouns;
GL1.02
– Adjectives– all cases, declensions 1, 2, 3– agreement with antecedents (nouns, pronouns)– positive, superlative degrees– interrogative, demonstrative, possessive forms;
GL1.03
– Adverbs– interrogative adverbs;
GL1.04
– Pronouns– personal pronouns (emauton, seaton, heauton)– reflexive pronouns– relative pronouns (hos, he, ho)– interrogative pronouns (tis, ti)– indefinite pronouns (tis, ti)– possessive pronouns (emos, sos, autos);
GL1.05
– Verbs– regular and contract verbs ending in ö– present tense – indicative, imperative, and infinitive moods; active and middle voices; participle– first and second aorist tenses – indicative, imperative, and infinitive moods; active and middle voices; participle– eimi (present and imperfect);
GL1.06
– Syntax– nominative case – subject, subjective completion– genitive case – possession; partitive; with adjectives; with verbs; with prepositions– dative case – indirect object; possession; respect; means; with prepositions; with verbs– accusative case – direct object; with prepositions; adverbial usages;
GL1.07
– Other Elements– definite article– syllabification, placement of accents– shifts and changes of accents– particles, some enclitics– numbers– prepositions– conjunctions (with indicative only).

Latin Expectations, LVL AD

Oral Communication: Listening Oral

Overall Expectations

OLV.01

– demonstrate an understanding of simple spoken Latin or ancient Greek;

OLV.02

– show an understanding of basic aspects of ancient societies.

Specific Expectations

OL1.01

– demonstrate an understanding of spoken words, phrases, questions, and simple passages in the classical language by answering questions and translating material;

OL1.02

– identify and use standard pronunciation of Latin or ancient Greek;

OL1.03

– demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;

OL1.04

– identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews).

Oral Communication: Speaking

Overall Expectations

OSV.01

– use the classical language to communicate simple ideas, using vocabulary and grammatical forms appropriate to the level;

OSV.02

– understand and respond to simple passages in the classical language;

OSV.03

– apply their knowledge of ancient societies in a variety of appropriate contexts.

Specific Expectations

OS1.01

– use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);

OS1.02

– apply correct grammar in Latin or ancient Greek in question-and-answer activities and problem-solving exercises (e.g., exercises that involve completing unfinished sentences);

OS1.03

– apply correct grammar in English in oral language activities;

OS1.04

– use knowledge of Latin or Greek roots and grammar when speaking in English;

OS1.05

– translate simple passages in the classical language, both with and without preparation (sight passages);

OS1.06

– explain the meaning of simple passages in the classical language by paraphrasing, summarizing, and answering questions;

OS1.07
– describe personal reactions to material studied by participating in small- and large-group discussions;
OS1.08
– demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations.

Reading

Overall Expectations

REV.01
– read and demonstrate an understanding of simple texts in the classical language;
REV.02
– demonstrate knowledge of ancient societies.

Specific Expectations

RE1.01
– read simple stories in the classical language and respond to main ideas;
RE1.02
– identify simple grammatical constructions (e.g., subject-verb agreement) in Latin or ancient Greek texts as well as in English materials;
RE1.03
– use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04
– show an understanding of the alphabet of the classical language, including the ways in which it differs from our modern alphabet;
RE1.05
– demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions.

Writing

Overall Expectations

WRV.01
– write simple phrases and sentences in the classical language, using grammatical forms and vocabulary appropriate to the level;
WRV.02
– use vocabulary and grammar correctly in English in writing activities;
WRV.03
– demonstrate an understanding of simple passages in the classical language in various writing activities;
WRV.04
– demonstrate knowledge of ancient societies in their writing.

Specific Expectations

WR1.01
– use vocabulary correctly and appropriately in the classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);

WR1.02
– apply correct grammatical forms in the classical language in question-and-answer activities (e.g., fill-in-the-blanks exercises);
WR1.03
– use correct grammar and vocabulary in English in various writing activities;
WR1.04
– use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05
– demonstrate understanding of simple passages in the classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
WR1.06
– produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
WR1.07
– demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

AKV.01
– identify the role of the classical language in the development of other languages;
AKV.02
– apply knowledge of simple Latin or ancient Greek vocabulary and grammar to English and other languages;
AKV.03
– show an understanding of the influence of classical culture on the cultures of later societies.

Specific Expectations

AK1.01
– identify words derived from the classical language in English and other languages and use such words accurately;
AK1.02
– identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts;
AK1.03
– use correctly simple grammatical forms that are common to the classical language, English, and other languages in speaking and writing activities (e.g., subject-verb agreement);
AK1.04
– speak and write in English with clarity and precision;
AK1.05
– gather and analyse information about the ancient world, using a variety of electronic and print sources, including books, the Internet, and software packages;
AK1.06
– show the influence of classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Grammar and Language Knowledge

Latin

GL1.01

– Nouns– all cases, numbers, and genders, declensions 1, 2, 3, 4, 5;

GL1.02

– Adjectives– all cases, numbers, and genders, declensions 1, 2, 3– agreement with antecedents (nouns, pronouns)– positive, comparative, and superlative degree;

GL1.03

– Adverbs– adverbs formed from adjectives, declensions 1, 2, and some 3– some irregular adverbs;

GL1.04

– Pronouns– personal pronouns (ego, tu, nos, vos)– demonstrative pronouns (hic, ille, is)– relative pronouns (qui, quae, quod; nominative and accusative, singular and plural, all genders)– interrogative pronoun (quis);

GL1.05

– Verbs– present tense – indicative, imperative, and infinitive moods; active voice– imperfect tense – indicative mood, active voice– perfect tense – indicative mood, active voice– pluperfect tense – indicative mood, active voice– principal parts of verbs– compound verbs;

GL1.06

– Syntax– word order – subject-verb agreement– nominative case – subject, subjective completion– genitive case – possession, description– dative case – indirect object, of interest, direct object with specific verbs– accusative case – direct object of verbs, object of prepositions– vocative case– ablative case – object of prepositions;

GL1.07

– Other Elements– interrogative sentences with num, nonne, - ne– infinitive governed by possum, volo, nolo, debeo– prepositions– conjunctions– prefixes.

Unit 1: Translation

Time: 50 hours
Unit Developers
Margaret-Anne Gillis (Project Manager)
Jennifer Archer
Elizabeth Ellison
James Lynd
Development Date: July 1999
Unit Revisers: (Internal) Rocky Yeung

Unit Description

Translation forms a significant portion of Classical language courses, and so constitutes approximately fifty hours of the instructional time allotted. This unit combines a reading - translation approach with a wide variety of creative and innovative activities to bring vibrancy and humour to a commonly challenging element of the course. The activities in this unit can be used at different stages throughout the course, to lend variety in approach to translation exercises. Indication is given at the beginning of each activity as to how many times the activity could be done within the course, and the approximate length of time one performance of the activity will take. These are only approximations and teachers must adjust activities to meet their own needs and circumstances.

Strand(s) and Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge of the Classical Language to Other Contexts.

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken Latin or ancient Greek;
OSV.01 - use the Classical language to communicate simple ideas using vocabulary and grammatical forms appropriate to the level;
OSV.02 - understand and respond to simple passages in the Classical language;
REV.01 - read and demonstrate an understanding of simple texts in the Classical language;
WRV.01 - write simple phrases and sentences in the Classical language using grammatical forms and vocabulary appropriate to the level;
WRV.02 - use vocabulary and grammar correctly in English in writing activities;
WRV.03 - demonstrate an understanding of simple passages in the Classical language in various writing activities;
AKV.02 - apply knowledge of simple Latin or ancient Greek vocabulary and grammar to English and other languages.

Specific Expectations

See each activity for the specific expectations met.

Activity Titles (Time + Sequence)

Activity 1	Translation in the Round	60 minutes
Activity 2	Match Translation	60 minutes
Activity 3	Cloze Translation	90 minutes
Activity 4	Alternating Translation	90 minutes
Activity 5	Correct It!	60 minutes
Activity 6	Question and Answer Translation	300 minutes
Activity 7	Multiple Choice Translation	60 minutes
Activity 8	Organize Me!	60 minutes
Activity 9	True - False Translation	60 minutes
Activity 10	Paraphrasing / Summarizing Activity	180 minutes
Activity 11	English to Classical Language	90 minutes
Activity 12	"You Finish the Story"	120 minutes
Activity 13	Translation Dramatization	240 minutes
Activity 14	Illustrated Translation	90 minutes
Activity 15	Independent Student Translation	1440 minutes

Unit Planning Notes

Teachers should sample the information to glean materials, activities, and ideas, which they find personally useful and applicable to their own situations. In a beginning language course, teachers take a more active role in classroom activities since the students will begin with very little skill in the area. Teachers select from the variety of activities outlined those that assist them in making students' learning most successful, and they should feel free to adjust and adapt the activity as they see fit. In addition, times given are approximate and reflect a liberal allowance for the activity; teachers may find that activities take them greater or less time than indicated. The time allotted should be spread out over the course, rather than carried out in single blocks.

Some equipment is highly recommended in order to maximize use of the activities given below: computers and translation programs (*Transparent Language: Latin Now!*), an overhead projector with transparencies, art supplies, a tape/CD player.

Prior Knowledge Required

Students enrolled in Latin or ancient Greek are assumed to have a good working knowledge of English at a grade-appropriate level. Students should have met the expectations outlined in *The Ontario Curriculum, Grades 1-8, Language*. Students should know the grammar and vocabulary taught in the course to date.

Teaching/Learning Strategies

1. Teachers are strongly encouraged to address the varied learning styles in their class in the delivery of information, using a combination of Socratic teaching and student-centred learning.
2. Teachers should review group learning strategies with students, and provide opportunities for whole class learning, small group learning, learning in pairs, and individual work.
3. In cases where unfamiliar activities have been suggested, samples have been provided within the activity outline and in the appendix at the end.

Assessment and Evaluation

Each activity is accompanied by a variety of suggested assessment/evaluation tools and strategies from which teachers can choose to accommodate the diversity of learning styles, student interests, and special needs present in every class. The assessment tools incorporate formative and summative evaluations reflective of various learning opportunities, techniques, and approaches.

Resources

See Resources in Course Overview.

Appendices

See attached Appendices at the end of the unit.

Activity 1: Translation in the Round

Time: 60 minutes (approximately six times at ten minutes each)

Description

This activity is designed to encourage students to translate in a variety of ways, developing the ability not only to translate independently, but also to locate a context for translation, identify linguistic concepts, and work in small and large groups.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials.);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet.

Planning Notes

It is recommended that teachers select a passage sufficiently long so that each student can be given one sentence. Teachers present the English translation of this story in a large font, ensuring that each sentence is in a complete unit that can be cut into a strip for distribution to the students.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers randomly distribute to each student a sentence taken from a story in the text translated from the original Latin or ancient Greek and direct students to the story in their text.
2. Students must locate their English sentence in the original Classical language in the story (which involves reading and comprehending), and then translate the sentence which falls directly before and after theirs (to confirm the placement of their sentence within the story).
3. Students then locate the individuals who hold the sentences directly before and after theirs, and arrange themselves sequentially around the classroom. Students take their text, open to the story's page, and their sentence with them to check their placement.
4. Students read their sentences aloud in proper sequence, going around the classroom until the story is complete. If the sequence is not followed, teachers ask students to help one another correct the story appropriately.
5. A variation of this activity is to have the students translate a single sentence from a sight passage orally, and once they have completed their translation, they choose another student to translate.

Assessment/Evaluation Techniques

Formative: teacher assessment of student participation (e.g., Do the students need assistance in locating their sentence in the story? Do they need help finding those students directly before or after them? Do students continually refer to the dictionary? Can they apply rules of grammar to their translation?)

Summative: teacher evaluation of the story sequence (e.g., Have students positioned themselves in the correct sequential order?)

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 2: Match Translation

Time: 60 minutes (approximately four times at 15 minutes each)

Description

In this activity, students apply their grammar and vocabulary knowledge to work from English back to the original Latin or ancient Greek. Students translate independently, locate a context for translation, and identify linguistic concepts.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet.

Planning Notes
It is recommended that teachers select a sight passage in Latin or ancient Greek and choose 10 - 15 sentences which they translate into English. Teachers provide a worksheet containing the corresponding English sentences, which are randomly scrambled. If the story is not in the text, teachers provide the story so that the Classical passage appears at the top of the page, and the English sentences are scrambled beneath. (See Appendix B1 – Matching Translation for example.)

Prior Knowledge Required
Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies
1. Teachers distribute the story and instruct the students that this is an individual exercise.
2. Students locate the Latin or ancient Greek in the story to match the sentences.
3. Students quote the original Latin or ancient Greek sentence underneath the correct English sentence at the bottom of the page. Teachers can correct this exercise orally, having students exchange their papers with other students.

Assessment/Evaluation Techniques
Formative: teacher assessment of student participation (e.g., Do the students need assistance in locating the Latin or ancient Greek from which the English is derived? Do students continually refer to the dictionary? Can they apply rules of grammar to their translation?)

Summative: teacher evaluation (e.g., Have students matched correctly the English sentences to those in the Classical language of which they are a translation?)

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 3: Cloze Translation
Time: 90 minutes (approximately six times at 15 minutes each)

Description
Students focus on their rapid translation of Latin or ancient Greek into English. The activity requires students to concentrate on accuracy and detail. Students develop the ability to translate independently.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.03 - apply correct grammar in English in oral language activities;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.01 - read simple stories in the Classical language and respond to main ideas;

RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers select a brief sight passage, which they then translate into English (see Appendix B2 – Cloze Translation), selecting nouns, verbs, adjectives, parts of sentences, or whole sentences to omit. To indicate the omission, they leave a space or insert a line, which the students will fill with the correct English translation. Teachers will need to provide students with the original story if it is not taken from students' text.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers distribute the translation with the missing components and a Latin or Greek story.
2. Students independently locate in the original story the Latin or ancient Greek components that have not been translated and translate them.
3. This activity orally can be done orally or students can write out their translations and then correct them orally in class.

Assessment/Evaluation Techniques

Formative: teacher assessment of student participation (e.g., Do the students need assistance in locating the missing component in the story? Do they need help in translating the missing components? Do students continually refer to the dictionary? Can they apply rules of grammar to their translation?)

Summative: teacher evaluation of the completed translation (e.g., Have the students identified the omitted sections and translated them accurately?).

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 4: Alternating Translation

Time: 90 minutes (approximately six times at 15 minutes each)

Description

In this activity, students can improve their translation speed and accuracy. They develop the ability to translate independently, to locate a context for translation, to identify linguistic concepts, and to work in small and large groups.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.03 - apply correct grammar in English in oral language activities;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers select a longer sight passage and provide a translation of alternating paragraphs into English, leaving space for students to write translations of the remaining paragraphs. This translation can be done orally, in a small or large group (whole class), or in writing.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers distribute the worksheet or direct students' attention to the story in their text (teachers distribute copies of the passage if it is not from the textbook).
2. If the activity is done in writing, students are given sufficient time to write translations of the missing paragraphs.
3. If this is an oral activity, the teacher translates alternating paragraphs, eliciting student translations of the remaining text. Each student can translate one sentence so that everyone is involved.

Assessment/Evaluation Techniques

Formative: teacher assessment of student participation (e.g., Do the students need assistance in translating their sentence? Do students continually refer to the dictionary? Can they apply rules of grammar to their translation?)

Summative: teacher evaluation (e.g., Have students translated effectively? Have they worked within a reasonable time frame?).

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 5: Correct It!

Time: 60 minutes (approximately three times at 20 minutes each)

Description

This activity is designed to encourage students to improve their accuracy of translation, and comprehension of grammar, along with their proofreading skills. They develop the ability to locate a context for translation and identify linguistic concepts.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.03 - apply correct grammar in English in oral language activities;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers select a sight passage or one from students' text and provide a double-spaced translation (to allow room for students' writing) which intentionally contains errors for students to identify and correct. Teachers may wish to indicate that there are a certain number of errors which students are looking for, or they may wish to leave the number open.

Prior Knowledge Required
Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies
1. Teachers choose a sight translation from the students' text or another source. They provide the story in the Classical language and a translation which contains ten errors. They notify the students that there are ten errors in the translation.
2. The students locate and correct errors.

Assessment/Evaluation Techniques
Formative: teacher assessment of student participation (e.g., Do the students need assistance in locating the errors? Do students continually refer to the dictionary? Can they apply rules of grammar to their translation?)

Summative: teacher evaluation of the story sequence (Have students located and corrected all of the errors in the text?)

Resources
- See Resources in Course Overview.

Appendices
See attached Appendices at the end of the unit.

Activity 6: Question and Answer Translation
Time: 300 minutes (approximately 12 times at 25 minutes each)

Description
Students read Latin or ancient Greek texts for comprehension rather than precise word-for-word accuracy.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.06 - explain the meaning of simple passages in the Classical language by paraphrasing, summarizing, and answering questions;
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);

RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers select a sight passage and create ten questions regarding its content (e.g., Who is the speaker of this sentence? What happens at this point in the story?). This passage can be taken from the students' text or from an alternate source (in which case it must be provided to the students). This activity can be done orally or in writing, individually, or as a class. (See Appendix B3 – Question and Answer Translation.)

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers distribute the passage to students, or direct students to the appropriate page in the text, and provide them with the list of ten questions to answer (the questions may be given in English, Latin, or ancient Greek).
2. The students read the story (either aloud or silently) and then answer the questions (either orally or in writing). Students must quote the Latin or ancient Greek sentences which lead them to their conclusions.

Assessment/Evaluation Techniques

Formative: teacher assessment of student participation (e.g., Do the students need assistance in locating the answers to the questions? Do students continually refer to the dictionary?)

Summative: teacher evaluation of the student responses (e.g., Have students located the correct answers to the questions, demonstrating an ability to comprehend effectively?)

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 7: Multiple Choice Translation

Time: 60 minutes (approximately six times at ten minutes each)

Description

Students read Latin or ancient Greek passages carefully in order to determine the correct translation.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers select a passage from students' text or an alternate source (students should be provided with a copy of the text in this case). Teachers select 10-20 sentences sequentially ordered to match the story in the original language and beneath each sentence provide four English translations (one of which is correct, while the others contain subtle errors). Students select the correct translation from the choices given. By placing the Latin or ancient Greek text at the top of the page, students can directly compare in choosing the correct translation.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers distribute the worksheet to students and provide them sufficient time to analyse the sentences and choose the most accurate translation.
2. Working independently, students circle their choice of correct translation and explain the reason for it either in writing or orally.

Assessment/Evaluation Techniques

Formative: teacher assessment of student participation (e.g., Do the students need assistance in locating the correct translation? Do students continually refer to the dictionary? Can they apply rules of grammar to their activity?)

Summative: teacher evaluation of the sentences selected (e.g., Are these the correct ones?)

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 8: Organize Me!

Time: 60 minutes (approximately four times at 15 minutes each)

Description

Students compose in Latin or ancient Greek and improve their translating accuracy.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.01 - use vocabulary correctly and appropriately in the Classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises).

Planning Notes

It is recommended that teachers select sentences which students have not translated previously, perhaps using ancillary translation sources (other texts) or teacher-composed passages. Teachers select ten sentences, translate them into English and paste one on the front of each envelope. Place the Latin or Greek words necessary to compose the sentence, along with a few extra words or alternate word forms, into the envelope.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. In each group of two or three, students start with one of the envelopes.
2. Students arrange the Latin or Greek words to form the correct sentence (allow five minutes.) On a sheet of paper, listing the group members, students write down the envelope number, the English sentence that appears on the outside of the envelope, and the Latin or ancient Greek words they chose in order to make it.
3. When students have completed one envelope, they return it and choose another envelope, continuing until they have translated five different sentences.

4. Teachers may collect the group members' sheets to correct the sentences, or have the groups exchange their sheets with other students. Teachers may also correct the exercise orally by having students read the sentence in English and then give the Latin or Greek equivalent; or they can have students write the sentences on the board.
5. As an enrichment assignment, using previously taught vocabulary and grammar, teachers give the students three to five English sentences and ask them to compose the appropriate Latin or ancient Greek equivalent.

Assessment/Evaluation Techniques

Formative: teacher assessment of student participation (e.g., Do the students need assistance in organizing their sentences? Can they apply rules of grammar to their organization?)

Summative: teacher evaluation of the Latin or Greek sentence submitted (e.g., Have students organized the words correctly? Have they demonstrated an understanding of grammar, vocabulary, and translation technique?)

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 9: True/False Translation

Time: 60 minutes (approximately four times at 15 minutes each)

Description

Students demonstrate understanding of the content of stories they have read for comprehension.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet.

Planning Notes

It is recommended that teachers select a sight passage either from students' text or from another source. Teachers create a variety of statements (in English, Latin or ancient Greek), based on the story, which are either true or false. This activity can be completed orally or in writing.

Prior Knowledge Required
Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies
1. Students read a sight passage in Latin or ancient Greek, either silently or orally and identify whether each statement on the worksheet is true or false (*verum aut falsum* or *αληθες η ψευδες*).
2. The teacher corrects the exercise orally or by collecting the sheets. If the statements are in Latin or Greek, students translate the statements, either orally or in writing, after they indicate whether they are true or false.

Assessment/Evaluation Techniques
Summative: teacher evaluation of the true/false responses (e.g., Have students comprehended or translated correctly to determine whether the sentences are true or false? Have they demonstrated understanding of grammar, vocabulary, and translation technique?)

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 10: Paraphrase/Summarize Activity
Time: 180 minutes (approximately six times at 30 minutes each)

Description
Students paraphrase or summarize the essence of a passage in Latin or ancient Greek as an alternative to verbatim translation. Students do this translation orally or in writing.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OS1.03 - apply correct grammar in English in oral language activities;
OS1.06 - explain the meaning of simple passages in the Classical language by paraphrasing, summarizing, and answering questions;
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages).

Planning Notes
It is recommended that teachers select a sight passage either from students' text or from another source (which teachers provide to students). Teachers provide students with class time in which to re-tell the story in a paraphrase or summary, and recount the content accurately.

Prior Knowledge Required
Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies
1. Teachers provide students with a copy of the passage (or direct students to the appropriate page in the text), and review the steps necessary to produce an effective paraphrase.
2. Students create a paraphrase or summary of the story of at least half of the length of the story; e.g., if the story is 30 lines in length, the paraphrase should be approximately 15 lines, demonstrating an understanding of the basic plot and content.

Assessment/Evaluation Techniques
Formative: teacher assessment of student participation (e.g., Do the students need assistance in paraphrasing the passage? Do students continually refer to the dictionary, or do they demonstrate a firm grasp of necessary vocabulary? Can they apply rules of grammar to their paraphrase?)

Summative: teacher evaluation of the paraphrase submitted (e.g., Have students understood the main points of the passage? Have they demonstrated understanding of grammar, vocabulary, and paraphrase/summary technique?)

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 11: English to Classical Language Translation
Time: 90 minutes (approximately six times at 15 minutes each)

Description
Students translate English sentences into the Classical language. Students consider the elements of language and choose carefully the forms of words they need (e.g., case, number, verb tense, etc.).

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials.)

RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.01 - use vocabulary correctly and appropriately in the Classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises).

Planning Notes

At this early stage in students' learning, teachers should provide choices of word forms from which students can select in order to compose the sentence (see Appendix B4 – English to Classic Language Translation). Teachers could make an overhead of the work sheet for ease in correcting the exercises.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers provide a list of ten sentences in English which students are to translate into the Classical language, plus three to five bonus sentences accompanied by no word choices.
2. Students complete the work sheet, either in class or as homework. This can be corrected during the following class, or teachers may choose to collect the worksheets and mark them.
3. With a class that is particularly strong, this activity can be done orally, without a worksheet. Teachers can create an overhead with ten sentences, beneath which are the word choices. Students volunteer to compose each sentence orally or they circle the appropriate word choices on the overhead transparency.

Assessment/Evaluation Techniques

Formative: teacher assessment of ability to translate into the Classical language on their own (e.g., Do students need considerable assistance in choosing the correct word forms?)

Summative: teacher evaluation of the translated sentences submitted

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 14: Illustrated Translation

Time: 90 minutes (approximately two times at 45 minutes each)

Description

Students produce an accurate translation from Latin or ancient Greek into English (or English into Latin or ancient Greek) and present it creatively.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.01 - use vocabulary correctly and appropriately in the Classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages).

Planning Notes

It is recommended that teachers provide students with a selection of passages in the Classical language which lend themselves easily to creative illustration. Teachers should also provide students with an outline of the requirements for this assignment along with a marking scheme.

Prior Knowledge Required

Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Teachers provide students with a passage in the Classical language which they translate into English before illustrating it creatively. Students accurately create simple sentences in Latin or ancient Greek to form dialogue.
2. Teachers provide students with class time in which to work on their translation, especially if requiring students to translate into the Classical language, where teacher support may be needed.

Assessment/Evaluation Techniques

Formative: teacher-student conference during the translation to deal with any difficulties that arise; teachers can assist in finding ideas or materials for illustration

Summative: Teacher evaluates the illustration for accuracy in translation, for example. Peer- and self-evaluation may also be incorporated.

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 15: Independent Student Translation
Time: 1440 minute (time division will vary)

Description
Students strengthen their linguistic abilities in translating from the Classical language to English, both orally and in writing. Students enhance their understanding of English grammar and their ability to understand the structure of other languages.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.03 - apply correct grammar in English in oral language activities;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language for translation, including the ways in which it differs from our modern alphabet;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes
Teachers should consult the text and a variety of ancillary sources for sight passages which can be incorporated into student translation activities as an alternative to those contained in the text (see Resources in the Course Overview for a suggested list). (See Appendix B6 – Translation Marking Rubric.)

Prior Knowledge Required
Students are expected to have achieved an understanding of the grammar, vocabulary, and translation technique appropriate to the stage at which the activity is done.

Teaching/Learning Strategies

1. Students complete translation assignments, which may or may not be submitted for marking at the teacher's discretion.
2. Translations may be done in writing or orally, with preparation or without, individually or in groups.

Assessment/Evaluation Techniques

Diagnostic: Teachers use translation exercises to assess students' metacognition and to determine which abilities need to be addressed in classroom activities.

Formative: teacher assessment of student activity (e.g., Do the students need assistance in translating? Do students continually refer to the dictionary, or do they exhibit a good grasp of the vocabulary appropriate to their level? Can they apply rules of grammar to their translation? Can students translate orally from sight, or do they need time to prepare translations?)

Summative

- teacher evaluation of student translation assignments (for accuracy, incorporation of grammatical concepts, etc.)
- test or exam translation passages, either with prior preparation or at sight (or both)

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Appendix B1

Matching Translation

(Taken from *Ecce Romani*, Chapter 18, "Settling In".)

Read the story carefully, then locate the Latin for each of the translated sentences provided and quote the Latin sentence below the corresponding English sentence. (The sentences are not in sequence.)

1. "I am also very tired," said Aurelia.

2. The innkeeper immediately ordered his slaves to prepare dinner for Cornelius, Marcus, and Sextus.

3. Everyone entered the inn.

4. But he ordered the slaves to look for another bed.

5. "I am not hungry," answered Cornelia.

6. "My slaves can prepare a good meal for you at once."

7. "There are no dirty beds in my inn!"

8. "Many travellers are in the custom of coming to my inn."

9. "You cannot find a better inn near the Appian Way," muttered the innkeeper.

10. "It is necessary to move another bed into the bedroom."

Appendix B2

Cloze Translation

(Taken from *The Oxford Latin Course*, Chapter IV, "Argus Saves Horatia.")

Read the story and complete it by translating the missing sections indicated by blanks.

Quintus and Horatia go to the fields. Quintus is leading Argus. But Argus sees two hares in the road _____ ; the hares run off into the woods. _____ _____ and runs into the woods. The children call _____ and _____ for a long time, but the bad dog does not return.

Finally, they go into the woods and climb down a hill; soon, _____ _____ ; the river, called Aufidus, is long and quick-flowing. The children approach the riverbank; they are _____ . They sit down on the riverbank. _____ _____ . They swim happily for a long time.

_____ ; but Horatia stays in the water and swims again. Suddenly, she slips; _____ _____ , she shouts, scared. _____. He rushes into the water and looks for Horatia. But the river carries her away. _____ _____ .

Marcus hears the shout; _____ ; he sees Horatia and plunges into the water. _____ and drags her to the riverbank. _____ _____ . The boy and the girl, very exhausted, lie on the riverbank for a long time.

_____ . They praise Argus; they slowly climb the hill. They run through the woods and _____ _____ . Scintilla is awaiting them anxiously. When she sees them, _____ . She leads them into the house and _____

Appendix B2 (Continued)

Cloze Translation

(Taken from *The Oxford Latin Course*, Chapter IV, "Argus Saves Horatia.")

Soon their father returns from the field; he greets Scintilla and his children. He is very tired. "_____," he asks.

"_____," replies Scintilla. _____.

After dinner, Scintilla sees Horatia's tunic; her tunic is _____ . Scintilla asks, "_____?" Horatia tells the whole story. _____ but scold Quintus, _____ .

finis

Appendix B3

Question and Answer Translation

(Taken from *Athenaze: Book I*, pp. 116-177 "The Disaster", chapter 10b)

Directions: Answer the questions, and quote the ancient Greek sentences that support your answers.

1. Why does Dikaiopolis want to leave Athens at midday?
2. What does Myrrhine want to do instead?
3. What does Dikaiopolis suspect Xanthias is doing, while the family is in Athens?
4. What does Dikaiopolis think is happening to a) the cattle b) the sheep c) the house?
5. a) What are the young men doing in the street?
   b) In what condition are they?
6. What do the other young men do to someone?
7. What does Philip say to the ruffians?
8. What does Philip do when one of the young men hits him?
9. What do Philip's parents do with him?
10. What is wrong with Philip?

(Taken from *Cambridge Latin Course, Stage IV*, pp. 55-56, "in basilica")

Directions: Answer the questions, and quote the Latin sentences that support your answers.

1. *quis est Hermogenes*?
2. *ubi est iudex*?
3. *quid Caecilius in foro cotidie agit*?
4. *cur Caecilius ad basilicam venit*?
5. *quis est testis*?
6. *quid Hermogenes non reddit*?
7. *quid Caecilius habet*?
8. *quid Hermogenes habet*?
9. *quis rem probat? cur*?
10. *quis est mendax*?

Appendix B4

English to Classical Language Translation

(Based on *Cambridge Latin Course, Stage 10*)

Translate the following English sentences into Latin, selecting the correct words from the list provided in each question and writing your sentence in the space provided.

1. Syphax gave a ring to Grumio.

Syphacem	*Grumioni*	*anulum*	*dat*
Syphax	*Grumionem*	*anulus*	*dedit*

2. The innkeeper was cursing at his wife.

caupo	*uxorem*	*vituperabat*	*vituperavit*
caupones	*uxori*	*vituperat*	

3. We gave the money to the slave.

vos	*servus*	*pecuniam*	*dat*	*dedimus*
nos	*servo*	*pecuniae*	*dedit*	

4. The woman searched for her husband in the street.

feminam	*femina*	*maritum*	*in villa*	*quaesivit*
feminae		*maritus*	*in via*	*rediit*

5. You were lazier than Grumio.

tu	*eratis*	*Grumioni*		*ignavus*
vos	*erat*	*quam*	*Grumio*	*ignavus*

6. Suddenly, three slaves beat the merchant.

nunc	*tria*	*vituperabat*	*servi*	*mercatores*
tum	*duo*	*verberaverunt*	*servus*	*mercatorem*
subito	*tres*			

7. The master gave an urn to the slave girl.

domina	*ancillas*	*servo*	*dabam*
dominus	*ancillae*	*servum*	*dedit*

Appendix B4 (Continued)

English to Classical Language Translation

(Based on *Cambridge Latin Course, Stage 10*)

8. I am very angry.

ego	*eram*	*iratissimi*
tu	*sum*	*iratissima*

9. A huge slave stole much money.

ingens	*servus*	*paucam*	*pecunia*	*capit*
parvus	*ancilla*	*multa*	*pecuniam*	*cepit*
		multam		

10. The unlucky cook destroyed the kitchen.

infelix	*coquus*	*culinam*	*ardebat*
felix	*coquum*	*culinas*	*delevit*

Bonus:

a) Caecilius was walking in the garden.

b) The innkeeper saw the fire.

Appendix B5

Translation Dramatization - Marking Rubric

Name: _____

Date: _____

Translation/Story: _____

Categories	Level 1	Level 2	Level 3	Level 4
Translation	- translation contains many errors, and shows significant grammatical difficulty 1 2 3 4	- translation contains some minor errors, and shows some grammatical difficulty 5 6 7 8	- translation contains only a few minor errors and shows little grammatical difficulty 9 10 11 12	- translation contains few or no errors and demonstrates effective grammatical understanding 13 14 15 16
Knowledge	- minimal use of appropriate costumes and props to exhibit understanding of content 1 2	- some use of appropriate costumes and props to exhibit understanding of content 3 4	- good use of appropriate costumes and props to exhibit understanding of content 5 6	- thorough use of appropriate costumes and props to exhibit understanding of content 7 8
Voice Projection/ Expression	- few group members spoke clearly and expressively 1 2	- some group members spoke clearly and expressively 3 4	- most group members spoke clearly and expressively 5 6	- all group members spoke clearly and expressively 7 8
Performance	- exhibited limited understanding of content 1 2	- exhibited some understanding of content 3 4	- exhibited good understanding of content 5 6	- exhibited thorough understanding of content 7 8

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B6

Translation Marking Rubric

Student Name: _____

Translation: _____

	Level 1	Level 2	Level 3	Level 4
Accuracy of Classical Grammar	- many errors in grammar 1 2 3	- some errors in grammar 4 5 6	- few minor errors in grammar 7 8 9	- no errors in grammar 10
Vocabulary	- many errors in identifying word meanings 1 2 3	- some errors in identifying word meaning 4 5 6	- few errors in identifying word meaning 7 8 9	- no errors in identifying word meaning 10
English Sentence Structure	- many errors in forming English sentences 1	- some errors in forming English sentences 2	- few errors in forming English sentences 3 4	- no errors in forming English sentences 5

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B7

Activity - Achievement Chart Correlation

Activity	Knowledge/ Understanding	Thinking/Inquiry	Communication	Application
1: Translation in the Round	X	X		X
2. Match Translation	X	X		X
3. Cloze Translation	X	X	X	X
4. Alternating Translation	X	X	X	X
5. Question and Answer Translation	X	X	X	X
6. Multiple Choice Translation	X	X		X
7. Organize Me!	X	X	X	X
8. True - False Translation	X	X	X	X
9. Paraphrase/ Summarize Activity	X	X	X	X
10. English to Classical Language Translation	X	X	X	X
11. "You Finish the Story"	X	X	X	X
12. Translation Dramatization	X	X	X	X
13. Illustrated Translation	X	X	X	X
14. Independent Student Translation	X	X	X	X

Unit 2: Grammatical Knowledge

Time: 23 hours
Subject: Classical Languages, Level 1, Academic
Unit Developers
Margaret-Anne Gillis (Project Manager)
Jennifer Archer
Elizabeth Ellison
James Lynd
Development Date: July 1999
Unit Revisers: (Internal) Rocky Yeung

Unit Description

In order to read and translate Latin and ancient Greek effectively, students must develop an understanding of essential grammatical concepts and terminology. They must be able to analyse sentences for syntax, parts of speech, and word order. They must learn various cases of nouns, tenses of verbs, and other grammatical constructions. Students demonstrate their understanding through translation, composition, analytical and consolidation exercises which require them to apply their knowledge to new situations. According to the text used, teachers will introduce the grammatical concept before, after, or concurrently with the translations of the text, based on the difficulty of the concept, the needs of the student, or the teacher's own preferences. It is important, however, to ensure that the grammatical concepts are not taught in isolation, but are reinforced through translation activities and exercises within the text. This unit provides various activities that appeal to many learning styles, accommodate exceptional students, and facilitate the acquisition of grammatical skills.

Strand(s) and Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge of Classical Language to Other Contexts

The expectations outlined in the policy document have been incorporated into all activities listed below, where appropriate. Teachers are directed to refer to each activity for specific expectations.

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken Latin or ancient Greek
OSV.01 - use the Classical language to communicate simple ideas using vocabulary and grammatical forms appropriate to the level;
OSV.02 - understand and respond to simple passages in the Classical language;
REV.01 - read and demonstrate an understanding of simple texts in the Classical language;
WRV.01 - write simple phrases and sentences in the Classical language using grammatical forms and vocabulary appropriate to the level;
WRV.02 - use vocabulary and grammar correctly in English in writing activities;
AKV.02 - apply knowledge of simple Latin or ancient Greek vocabulary and grammar to English and other languages.

Specific Expectations

See each activity for the specific expectations met.

Activity Titles (Time + Sequence)

Activity 1	Introduction to Case - Nominative and Accusative	120 minutes
Activity 2	Introduction to Verb Tense (Present, Imperfect, Perfect) - Person and Number	300 minutes
Activity 3	The Dative Case of Nouns	240 minutes
Activity 4	Adjectives - Agreement and Degree Positive, Comparative, and Superlative)	240 minutes
Activity 5	Genitive Case Nouns	120 minutes
Activity 6	Principal Parts of Verbs, Imperative Mood and Vocative Case	150 minutes
Activity 7	Pluperfect Tense	60 minutes
Activity 8	Culminating Activity: Analysis	150 minutes

Prior Knowledge Required

Students should have met the expectations outlined in *The Ontario Curriculum, Grades 1-8: Language.* No prior formal grammatical knowledge is assumed, since the courses are taught *ab initio*.

Unit Planning Notes

Some equipment is highly recommended, but not necessary to maximize use of the activities: access to computers and computer software (*Latin Now!*), TV/VCR, an overhead projector with transparencies, art supplies, a tape/CD player.

Teaching/Learning Strategies

- Teachers are encouraged to address the varied learning styles in their class, using a combination of Socratic teaching and student-centred learning.
- Teachers should review group learning strategies with students and provide opportunities for small group learning, learning in pairs, and individual work.
- In cases where unfamiliar activities have been suggested in the list below, samples have been provided within the activity outline and in the appendix at the end.

Assessment and Evaluation

Each activity is accompanied by a variety of suggested assessment/evaluative tools and strategies from which teachers can choose to accommodate the diversity of learning styles, student interests, and special needs present in every class. The assessment tools incorporate formative and summative evaluations reflective of various learning opportunities, techniques, and approaches.

Resources

See Resources in Course Overview.

Activity 1: Introduction to Case - Nominative and Accusative

Time: 120 minutes

Description

This activity is designed to review students' understanding of the essential elements of English grammar (the definition of a sentence, a subject, and an object) and to introduce them to the equivalent elements in Latin.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement).

Planning Notes

It is recommended that teachers prepare an endings chart reflective of the approach to endings with which they feel most comfortable (see Appendix C1 - Endings Chart for reproducible templates) and make it available to the students as a graphic organizer to help students internalize the concepts. This teaching strategy might be used to clarify and consolidate learning after the initial introduction of noun cases in the classical language.

Prior Knowledge Required

Students are assumed to understand concepts taught in the course to date.

Teaching/Learning Strategies

1. Teachers brainstorm a definition of a sentence with the class.
2. Teachers present sample English sentences and ask students to identify nouns/pronouns and verbs and introduce the concepts of subject and object with questions such as: Who is performing the action? Who is receiving the action?
3. Once English sentences are labelled, teachers can equate the subject and object with their Latin/ancient Greek equivalents (nominative and accusative), marking these on the English sentences.
4. Teachers introduce students to proper word order in Latin or ancient Greek, according to the conventions of the textbook being used. Students compare an English sentence to one in Latin or ancient Greek to understand that ancient inflected languages follow a very different order.
5. Teachers ask the class to write a note providing the definition of a sentence, a subject, an object (objects of prepositions and verbs), a verb, nominative case, and accusative case.
6. Students analyse Latin or ancient Greek sentences and label them individually with the terms "nominative and accusative".
7. Students enter Latin or ancient Greek endings into a blank chart (see Appendix C1) as each concept is taught. This allows students to visualize the organization of grammatical concepts and endings with a view to memorizing them. Teachers may wish to explain in simple terms the meaning of declension and number, although these concepts will be reinforced later.

Assessment/Evaluation Techniques

Diagnostic: informal teacher observation through class discussion, question, and answer (Can students define the above terms accurately?)

Formative: Student translation exercise: they apply this new knowledge to a series of Latin or ancient Greek sentences, e.g., graphic analysis of sentences in Latin/ancient Greek and English; simple sentence composition based on a teacher-created word list; unscrambling Latin or ancient Greek sentences to place words in the correct order, or applying skills in translation exercises.

Summative: Students complete a quiz in which they are asked to identify the nominative and accusative cases. They also complete a quiz in which they are asked to provide the definitions of the nominative and accusative cases, and to fill in a chart with the appropriate endings.

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 2: Introduction to Verb Tense (Present, Imperfect, Perfect) - Person, and Number

Time: 300 minutes

Description

Students review their understanding of the essential elements of English grammar (verb tenses, person and number) which are also present in Latin and ancient Greek.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers create a chart of verb endings, reflecting the approach with which they feel most comfortable. One chart for the four tenses learned in this course is practical as students can add or refer to it as each is presented. A reproducible template is provided in Appendix C2 – Latin Verb Endings. This teaching strategy might be used to clarify and consolidate learning after initially introducing verb tenses in the classical language. To reinforce work with irregular verbs, involve students in activities such as "vinco" and "cogitate." (See Unit 3 for suggested approaches to these activities.)

Prior Knowledge Required

Students are expected to have acquired the skills taught in the course to date.

Teaching/Learning Strategies

1. Teachers elicit student examples of regular English verbs in the present and past tenses, noting them on the board or overhead. (Teachers may wish to indicate the difference between the three types of English present tense verbs: simple present [I walk], present progressive [I am walking], present emphatic [I do walk] and compare them to the past progressive [I was walking] and simple past [I walked] in English.)
2. Once this distinction is made, teachers illustrate the difference between imperfect and perfect tenses in English (for example, explaining that the perfect tense is like a snapshot of an event in the past while the imperfect tense is like a motion picture or video).
3. Teachers illustrate the distinction between person and number by conjugating an English verb.
4. Teachers explain the correspondence between English verbs and Latin or ancient Greek by helping students to complete a blank chart. Students should already know the terms "person and number" from English and other languages studied. Students look for signs of tense before the endings and make note of them on the chart in different colours or using highlighting. For instance, a useful mnemonic device for remembering the imperfect tense is "-ba": "when you see -ba think was/were + ing". A useful mnemonic for most regular perfect tense verbs is: "when you see the *u, s, x*, or *v* think *ed*."
5. Using English, Latin or ancient Greek sentences to illustrate, teachers point out to students that a subject and its verb must agree in number (e.g., a singular subject must take a singular verb).
6. Teachers provide a few sentences with a variety of tenses, persons, and numbers that students are to translate correctly.

Assessment/Evaluation Techniques

Diagnostic: informal teacher observation through class discussion, question and answer, e.g., Can students identify different tense endings? Can they distinguish between tenses, numbers?

Formative: student translation exercise where they apply this new knowledge to a Latin or ancient Greek paragraph, e.g., Students provide an accurate translation orally or in writing; students label/indicate various verb tenses, numbers, persons.

Summative: Students complete a quiz in which they accurately complete an endings chart, or translate a passage which contains examples of all three tenses, in various persons and numbers.

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 3: The Dative Case of Nouns

Time: 240 minutes

Description

This activity introduces students to the indirect object, its recognition, use, and translation. This can be a very difficult concept for students to master.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers refer to the endings chart for nouns which they created or accessed in Activity 1. This teaching strategy might be used to clarify and consolidate learning after initially introducing the dative case in the classical language.

Prior Knowledge Required

Students are expected to have acquired the skills taught in the course to date.

Teaching/Learning Strategies

1. Beginning with a sentence in English and Latin/ancient Greek (which contains a dative case word), teachers invite students to label the nominative, accusative, and verb (see Appendix C3 - Noun Case Practice Sheets).
2. Teachers demonstrate to students that the unlabelled word is a dative case word expressing the indirect object and, through Socratic questioning, elicit from the students that this case is often translated into English using the expression "to or for ____". Teachers explain that the term "dative" derives from the Latin word "*do, dare* - to give", a useful mnemonic device.
3. Teachers list several sentences containing dative case nouns in Latin or ancient Greek and ask the students to make observations about the verbs. The students may need assistance recognizing that verbs of "saying, showing and giving" often take the dative case after them.
4. Students expand their existing chart to include endings for the dative case in the three declensions learned.
5. Teachers provide practice sentences in Latin or ancient Greek and ask students to identify and translate the dative case words within them either orally or in writing. Students also identify and explain the use of other cases of nouns/adjectives previously learned, as well as verbs (tense, person, and number).
6. Teachers may wish to explain the use of the dative case in constructions involving "interest" and with specific verbs such as *credere, favere,* and *respondere* (including impersonal verbs).

Assessment/Evaluation Techniques

Diagnostic: informal teacher observation through class discussion, question and answer, e.g., Can students identify the dative case and explain its use?

Formative: student translation exercise where they apply this new knowledge to a Latin or ancient Greek paragraph, e.g., Students provide an accurate translation orally or in writing; students label/indicate the dative case.

Summative: student quiz in which they are given five sentences containing dative case nouns and they are asked to identify them

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 4: Adjectives - Agreement and Degree (Positive, Comparative, and Superlative)

Time: 240 minutes

Description

Students reinforce their understanding of declensions, gender, and number and are introduced to the concept of agreement between adjectives and the nouns they modify and to the concept of the intensity of an adjective known as degree.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English, and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

The endings chart developed for Activities 1 and 3 is valuable to demonstrate the connection between adjectives and nouns. One of the learning activities involves matching, for which the teachers prepare flashcards featuring endings and adjective stems. This teaching strategy might be used to clarify and consolidate learning after initially introducing adjectives in the classical language.

Prior Knowledge Required

Students are expected to have acquired the skills taught in the course to date.

Teaching/Learning Strategies

1. Teachers begin by eliciting from students examples of adjectives in English.
2. Through class discussion, teachers review the purpose, definition, and use of adjectives in English.
3. Students generate examples of adjectives in Latin or ancient Greek, which are listed on the board or overhead.
4. Students match these adjectives to a Latin or ancient Greek noun they know. This leads to a discussion of the need for agreement between nouns and the adjectives that modify them.
5. Next, teachers display the endings chart and reinforce the concept of declension, noting that adjectives of one declension can modify nouns of another.
6. To reinforce this concept, students complete a declining activity in which they generate, either orally or in writing, a chart showing a noun of one declension matched with an adjective of another (e.g., "the angry merchant": *mercator iratus, mercatori irato*, etc.). A practice worksheet could also be provided.
7. Students participate in a matching activity, in which they are given a series of nouns and adjective stems (without endings) along with jumbled endings on cue cards. Students match a noun with an appropriate adjective and add the proper ending.
8. Teachers use the endings chart to show that the three types of adjectives use the same endings as nouns, with certain conditions, explain the construction of the three types of adjectives, and provide a grammar note for students to add to their binders.
9. Using matching activities, teachers reinforce these concepts by asking the students to match a series of English adjectives (positive, comparative, and superlative) with the corresponding Latin or ancient Greek words.
10. Teachers use flashcards containing various forms of adjectives in Latin, ancient Greek, and English and elicit student responses as to degree.
11. Teachers then introduce the concept of agreement - adjectives must match the nouns they describe in gender, number and case, but not necessarily in declension. This can easily be done using a board or overhead note in which nouns of the first and second declension are modified by adjectives of the first and second declension; nouns of the third declension are modified by adjectives of the third declension. This can be reinforced using flashcards featuring a mixture of nouns and adjectives which students must match, paying attention to gender, number and case.

Assessment/Evaluation Techniques

Diagnostic: informal teacher observation through class discussion, question and answer, and flashcard activity (e.g., Can students define and identify positive, comparative, and superlative adjectives in English and Latin/ancient Greek? Can they create agreement between nouns and adjectives in Latin/ancient Greek?)

Formative: student translation exercise where they apply this new knowledge to correctly translate a passage in Latin or ancient Greek that contains the three types of adjectives; a game activity in which students point to the correct form of the adjective in response to a verbal clue from the (see below, Unit 3, Activity 1).

Summative: student quiz in which they match the correct form of the adjective to a series of nouns; quiz in which they match the degree of adjective to the appropriate English word; translation test in which students recognize and correctly translate the three degrees of adjectives.

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 5: Genitive Case Nouns

Time: 120 minutes

Description

This activity introduces students to the concept of the genitive case of nouns and adjectives. Students develop a familiarity with this grammatical form, its appearance and usage, and learn to identify it in English and Latin/ancient Greek.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

Teachers should continue to access the endings chart previously prepared, and may wish to prepare overheads and worksheets to match the activities.

Prior Knowledge Required

Students are expected to have acquired the skills taught in the course to date.

Teaching/Learning Strategies

1. Teachers may wish to begin by picking up a few belongings from students' desks to introduce the concept of possession as students claim ownership of the items. Teachers provide a grammar note on the board or overhead, outlining the purpose of the genitive case to express possession or ownership, primarily. They may also wish to indicate that the genitive case can be used to express description and measure (see below).
2. Teachers review the use of the apostrophe in English to show possession and form a contraction (e.g., "its" vs. "it's") to reinforce that the knowledge of this concept is essential to the translation of genitive expressions.
3. Teachers also provide examples of sentences containing genitive expressions in English highlighting the case to be learned, or drawing attention to the expression (in possessive statements, e.g., "the chariot of Sextus", "Grumio's toga"; in descriptive statements - the genitive of description, e.g., "a person of evil character," or to express part of a whole - the partitive genitive, e.g., "more of the chocolate", "too little of the coffee."
4. Teachers provide examples in Latin/ancient Greek, highlighting the case to be learned, or drawing attention to the expression. Students generate more examples of the different types of genitive expressions in Latin/ancient Greek, orally and in writing.
5. Using the existing endings charts, teachers indicate the genitive endings in the appropriate place (singular and plural) and have the students add these.
6. Through an oral question and answer activity, teachers provide examples of sentences in English and Latin/ancient Greek and elicit student responses to identify the genitive expression or word in each, stating the type of genitive expression each is.
7. Teachers also introduce the concept that the genitive singular form of the word is used to determine its stem to which other case endings are added (e.g., *rex, regis... regis* is the genitive form of the word for "king", and it is used to generate the stem "reg-" to which the other case endings are added.) In addition, teachers indicate that the genitive singular form of the noun identifies the declension from which it comes; this is the second form of the noun listed in every Latin/ancient Greek dictionary.
8. Students complete a worksheet that contains a series of English sentences matched with incomplete Latin or ancient Greek sentences (missing the genitive word). Students are required to generate the correct Latin or ancient Greek word to complete the sentence so that it translates correctly into the English given (e.g., "Caecilius purchased Syphax's slave. *Caecilius servum* _____ *emit.*" Choose from: *Syphax, Syphacem, Syphaci, Syphacis*, Fred. "Quintus saw Flavia's dog. *Quintus canem* _____ *vidit.*" Choose from: *Flavia, Flaviae, Flaviam*, Jane.)

Assessment/Evaluation Techniques

Diagnostic: informal teacher observation through class discussion, and question and answer (e.g., Can students recognize the possessive case in English--words made possessive using an apostrophe + s, or using "of"?)

Formative:

- student translation exercise where they apply this new knowledge in order to correctly translate a passage from Latin or ancient Greek containing various types of genitive expressions, or where students translate various genitive expressions into Latin/ancient Greek. The worksheet mentioned in Strategy 9 above could also be used as a formative assessment.
- dictionary exercise in which students are asked to consult a dictionary to find the genitive singular form of a selection of nouns, and generate the correct stem.

Summative: student quiz in which they correctly form genitive words in Latin/ancient Greek, in which they correctly complete the noun/adjective chart with genitive endings, or where they accurately translate a passage from Latin/ancient Greek containing different forms of genitive case expressions.

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 6: Principal Parts of Verbs, Imperative Mood, and Vocative case

Time: 150 minutes

Description

This activity introduces students to the imperative mood of verbs and the vocative case of nouns in English and Latin/ancient Greek and the partnership between them. Students reinforce their understanding of the principal parts and the conjugations of verbs.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers outline useful commands in Latin or ancient Greek on an overhead, matching the English commands with those in the Classical language. Flashcards of these commands may also be useful, especially for students with hearing impairments. Teachers may also prepare a worksheet and grammar note to reinforce the concepts within this activity.

Prior Knowledge Required

Students are expected to have acquired the skills taught in the course to date. In addition, teachers may want students to know before this activity that there are four conjugations of Latin verbs.

Teaching/Learning Strategies

1. By calling out a variety of commands, teachers introduce expressions using the imperative mood.
2. Teachers explain the four principal parts of the verb, briefly. Teachers select a few verbs and point out principal parts, labelling them. Then, selecting 10 verbs, they write the 1st person singular, present indicative active (1st principal part) on the board and ask students to locate the correct verb in the dictionary/glossary of the text (or a separate dictionary).
3. Teachers explain the formation of the imperative form of verbs and provide a grammar note on this concept.
4. Teachers explain the formation of the negative imperative form of the verb (e.g., that by adding the word "*noli/nolite*" to the infinitive form of the verb, a negative command is given. For example, "*noli ridere*" means "do not laugh/smile", directed to one person).
5. Teachers reinforce these new concepts by leading students in a class activity in which they give commands in Latin/ancient Greek (e.g., "*surge*" or "*surgite*" means "GET UP!"; "*noli saltare* - DON'T DANCE!; "*salite*" - JUMP!; "*tangite nasum*" - TOUCH YOUR NOSE!; "*sedete*" - "SIT!").
6. Teachers could also reinforce these concepts by providing students with a work sheet that requires them to form the singular and plural, positive and negative, imperative forms of a variety of Latin or ancient Greek verbs.
7. Teachers introduce the vocative case of nouns by calling on students by name and giving them specific instructions. Teachers ask the class to comment on how they knew to whom the instructions were directed as a lead-in to a discussion of vocative case, used to address directly a person or group of people.
8. Teachers provide a grammar note which explains the formation of the vocative case in Latin or ancient Greek (e.g., *et tu Brute?* or ω Φιλιππε).

Assessment/Evaluation Techniques

Diagnostic: informal teacher observation through class discussion, activities and question and answer (e.g., Can students identify and follow commands and distinguish these from regular verbs? Can students recognize when one person is being spoken to in the vocative case, as opposed to many people?)

Formative:

- student translation exercise where they apply this new knowledge in order correctly to translate a passage from Latin or ancient Greek containing imperative verbs and vocative nouns
- student participation in the activity in Latin or ancient Greek which requires them to see and hear both concepts used
- worksheet which requires students to generate correctly vocative nouns and imperative verbs from a list of words provided
- worksheet which requires students to generate correctly vocative nouns and imperative verbs, and to use them correctly in forming simple sentences

- worksheet which requires students to convert simple statements in Latin or ancient Greek to statements involving imperative commands and direct address (e.g., "*Marcus cenam consumit.*" would become "*Marce! cenam consume!*" or "*consume, Marce, cenam!*")
- dramatization of a correct translation incorporating the vocative case and imperative mood to demonstrate student understanding

Summative: student quiz in which they correctly form imperative verbs and vocative nouns in Latin/ancient Greek, in which they correctly complete the noun/adjective chart with vocative endings, or where they accurately translate a passage from Latin/ancient Greek containing vocative and imperative expressions.

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 7: Pluperfect Tense
Time: 60 minutes

Description
This activity introduces students to the concept of the pluperfect tense of verbs and consolidates their knowledge of the imperfect tense of the verb "to be" (*esse*) and the principal parts of the verb.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;

WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

Teachers assemble several manilla envelopes (large enough to hold index cards), four colours of medium-sized index cards: on one colour write the perfect active stem of ten verbs; on another colour, write the perfect endings; and on the third colour, write the pluperfect endings. On the fourth colour of card write the instructions, such as: " form the first person singular, perfect tense" or "form 'she had looked'." Teachers should form at least five of these instruction cards per kit. Arrange these into kits (stored in the envelopes) so that there is approximately one kit for every four students. This preparation takes approximately two hours, but the kits are reusable (especially if laminated).

Prior Knowledge Required

Students are expected to have acquired the skills and knowledge taught in the course to date.

Teaching/Learning Strategies

1. Teachers review present, imperfect, and perfect tenses with the students, reminding them of the signs which indicate the tenses (e.g., *ba, u, s, x, v*).
2. Teachers review the forms of the verb "to be" in the imperfect tense.
3. Teachers demonstrate that the pluperfect is formed by adding the imperfect form of *esse* to the perfect stem. Students enter this information into their verb charts or grammar notes.
4. Teachers indicate the difference in translation between the perfect and pluperfect tenses of verbs. One way to indicate this difference is to associate pluperfect with the English auxiliary "had".
5. Students identify whether or not the verb in given sentences is perfect or pluperfect and translate it.
6. Teachers divide the class into groups and have them work through the kit activity. This takes approximately five minutes to do, once the instructions are explained.

Assessment/Evaluation Techniques

Diagnostic: informal observation through question and answer (e.g., Can the students identify and translate a present, imperfect, and perfect tense verb in Latin or ancient Greek?)

Formative:

- students form perfect and pluperfect tense verbs in Strategy 6
- students complete a worksheet form with the appropriate person, number, and tense of the Latin or ancient Greek verbs indicated

Summative:

- student quiz in which they are asked to indicate the tense of the verbs given
- translation test or quiz containing a variety of verb tenses that students must recognize to translate accurately

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 8: Culminating Activity: Analysis and Application of Grammatical Knowledge

Time: 150 minutes

Description

Students demonstrate that they have understood the grammatical concepts outlined above and that they are able to recognize and apply the grammatical forms they have learned appropriately in context.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.03 - apply correct grammar in English in oral language activities;
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.02 - identify simple grammatical constructions (e.g., subject - verb agreement in Latin or ancient Greek texts as well as in English materials);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
WR1.02 - apply correct grammatical forms in the Classical language in question and answer activities (e.g., fill in the blank exercises);
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.03 - use correctly simple grammatical forms that are common to the Classical language, English and other languages in speaking and writing activities (e.g., subject - verb agreement);
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

It is recommended that teachers obtain a sight passage in Latin or ancient Greek which is appropriate to the level students have reached when this activity is done in class. Teachers should prepare written or oral questions that require students to identify correctly the required grammatical elements indicated and to explain the grammatical reasons why these forms were used.

Prior Knowledge Required

Students are expected to have achieved a thorough understanding of the grammatical concepts outlined in the course to date.

Teaching/Learning Strategies

1. Students accurately translate a passage in Latin or ancient Greek, incorporating the grammatical concepts outlined above to demonstrate a mastery of the skills fostered in Activities 1-7.
2. Teachers may wish students to identify correctly the required grammatical elements indicated (e.g., part of speech, verb tense, noun case, number, gender, person, degree of adjective, noun modified by adjective).
3. Students explain the grammatical reasons why these forms were used.

Assessment/Evaluation Techniques

Summative: student translation and analysis of a passage from Latin or ancient Greek that incorporates the grammatical concepts outlined in Activities 1-7.

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Appendix C1

Latin Endings Chart Level 1

** Use this chart when translating your work, and to help you memorize the endings and how they work in Latin.

	1st Declension	2nd Declension		3rd Declension	
	feminine	**masculine**	**neuter**	**masc./fem.**	**neut.**
Singular					
Nominative	a	us	um	--	-- *
Genitive	ae	i	i	is	is
Dative	ae	o	o	i	i
Accusative	am	um	um	em	-- *
Vocative	a	e	um	--	--
Ablative	a	o	o	e	e
* the neuter accusative singular of this declension takes the same ending as the nominative singular.					
Plural					
Nominative	ae	i	a	es	a
Genitive	arum	orum	orum	um/ium	um/ium
Dative	is	is	is	ibus	ibus
Accusative	as	os	a	es	a
Vocative	ae	i	a	es	a
Ablative	is	is	is	ibus	ibus

Gender: Latin nouns have a gender. Some nouns are masculine, some are feminine, and others are neuter. The genitive singular form of a noun determines to which declension it belongs, and therefore which of the above endings it gets. Your dictionary does not tell you the gender, but it gives you the Nominative singular or plural form of the noun. For example, if you look up "lingua" (a tongue or language), you know that the nominative singular form of the noun ends in "a," so you know it is feminine, first declension, and takes the other feminine endings in that declension.

Number: Number refers to whether a word is singular or plural. A singular ending is used when you are talking about only one thing (one ball, one girl, one book). A plural ending is used when you have more than one noun (many balls, many girls, many books).

** If the subject of a sentence is plural (ex. the girls), then the verb must be plural, too. For example, you do not say in English "The girls (plural subject) goes (singular verb) to the store", but rather: "The girls (plural subject) go (plural verb) to the store".

Appendix C1 (Continued)

Latin Endings Chart Level 1

Case: Case is a term that refers to the *job* a word does in the sentence.

What do these cases do?

Nominative: Latin words use this ending when they are the subject of a sentence - the word doing the action.

Genitive: Latin words have a genitive ending when they are expressing ownership of something. For example, in the sentence, "This is Fred's book." the Latin writer would write the word for Fred using a genitive ending to express his ownership of the book.

Dative: Latin words have a dative ending when the writer wants to express the idea "to or for someone". For example, in the sentence, "I gave the book to her," the Latin writer would write the word for "her" with a dative ending. The dative case is most often used with verbs of "saying", "showing", or "giving".

Accusative: The accusative ending is used when the word is the direct object of the verb; for example, in "The girl hit the ball," "ball" is the direct object of the verb "hit". It is also used as the direct object of prepositions; e.g., "*post cenam*" is translated as "after dinner".

Vocative: This ending is used when someone is speaking directly to someone else. For example, if the teacher were asking Fred a question, "Fred, did you do your homework?", the Latin writer would place a vocative ending on the word "Fred".

Ablative: Latin words have this ending when they are used in an adverbial sense, after certain prepositions and to show "agent" (e.g., This song was performed *by the rock group.*)

Appendix C1 (Continued)

Latin Endings Chart Level 1

Blank Template

** Use this chart to practice labelling the endings, and to help you memorize how they work in Latin.

	1st Declension	2nd Declension		3rd Declension	
	feminine	masculine	neuter	masc./fem.	neut.
Singular					
Nominative					
Genitive					
Dative					
Accusative					
Vocative					
Ablative					
Plural					
Nominative					
Genitive					
Dative					
Accusative					
Vocative					
Ablative					

Appendix C2

Latin Verb Endings:

Every Latin verb is identified by different qualities. You can describe a verb according to its tense, person, and number.

Tense: The tense of the verb tells you when the action happened:

Present Tense: the action is happening NOW.
ex. "I *walk/am walking* to the school."

Imperfect Tense: the action happened over a period of time during the past.
ex. "I *was walking* to the school when the bell rang."

Perfect Tense: the action happened in the past. The perfect tense is used when you are not talking about something that happened over a period of time, but rather something that happened and is over.
ex. "I *walked/have walked* to school before."

Pluperfect Tense: the action happened in the remote past, and is usually expressed in English by the use of the word "had" accompanying the verb.
ex. "By 10:00 yesterday, I *had finished* the work."

Pluperfect Tense	Perfect Tense	Imperfect Tense	Present tense
- happened in the remote past	- happened ONCE in the past and is over	- happened in the past, over a period of time	NOW !!

Latin Verb Endings Level 1

Tenses -->	Present	Imperfect	Perfect	Pluperfect
1st person singular, "I"	o	bam	i	eram
2nd person singular, "you"	s	bas	isti	eras
3rd pers. sing., "she / he / it"	t	bat	it	erat
1st person plural, "we"	mus	bamus	imus	eramus
2nd person plural, "you"	tis	batis	istis	eratis
3rd person plural, "they"	nt	bant	erunt	erant
	"I walk/am walking"	"I was walking"	"I walked"	"I had walked"

Latin Verb Endings Level 1

Blank Template

Tenses -->	**Present**	**Imperfect**	**Perfect**	**Pluperfect**
1st person singular, "____"	_____	_____	_____	_____
2nd person singular, "____"	_____	_____	_____	_____
3rd person sing., "_____"	_____	_____	_____	_____
1st person plural, "____"	_____	_____	_____	_____
2nd person plural, "____"	_____	_____	_____	_____
3rd person plural, "_____"	_____	_____	_____	_____

Appendix C3

Noun Case Practice Sheets

Replace the word in bold type in the following sentences with the correct form of the appropriate Latin word.

Section A: femina - woman

1. The women were walking in the street. _____

2. The boys greeted the woman. _____

3. I am buying presents for the women. _____

4. Did you see the women? _____

5. He gave the woman a rose. _____

6. The woman called the girls. _____

Section B: servus - slave

1. The master was calling the slaves. _____

2. The slaves were working in the house. _____

3. Lucius is a slave. _____

4. She gave food to the slave. _____

5. The merchants cursed the slave. _____

6. It is necessary for the slaves to come quickly. _____

Section C: mercator - merchant

1. The merchant comes from Greece. _____

2. I can't find the merchants. _____

3. Did you call the merchant? _____

4. The woman gave money to the merchants. _____

5. The merchants work in the forum. _____

6. Is that a present for the merchant? _____

Activity - Achievement Chart Correlation

Activity	Knowledge/ Understanding	Thinking/Inquiry	Communication	Application
1. Introduction to Case - Nominative and Accusative	X	X	X	X
2. Introduction to Verb Tense - Person and Number	X	X	X	X
3. The Dative Case of Nouns	X	X	X	X
4. Adjectives - Agreement and Degree	X	X	X	X
5. Genitive Case Nouns	X	X	X	X
6. Principle Parts of Verbs, Imperative Mood and Vocative Case	X	X	X	X
7. Pluperfect Tense	X	X	X	X
8. Culminating Activity: Analysis	X	X	X	X

Unit 3: Vocabulary and Derivatives

Time: 12 hours
Subject: Classical Languages, Level 1, Academic
Unit Developers
Margaret-Anne Gillis (Project Manager)
Jennifer Archer
Elizabeth Ellison
James Lynd
Development Date: July 1999
Unit Revisers: (Internal) Rocky Yeung,

Unit Description

Students must develop an understanding of essential vocabulary in order to translate effectively. A solid knowledge of vocabulary is essential to identify and understand derivatives and their impact on English. The acquisition of vocabulary requires the independent memorization of words. A variety of activities and teaching methods should be used to assist students in assimilating the required material. The activities suggested assist students in acquiring vocabulary and derivatives.

Strand(s) and Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge of the Classical Language to Other Contexts.

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken Latin or ancient Greek;
OSV.01 - use the Classical language to communicate simple ideas, using vocabulary and grammatical forms appropriate to the level;
REV.01 - read and demonstrate an understanding of simple texts in the Classical language;
WRV.01 - write simple phrases and sentences in the Classical language using grammatical forms and vocabulary appropriate to the level;
WRV.02 - use vocabulary and grammar correctly in English in writing activities;
WRV.03 - demonstrate an understanding of simple passages in the Classical language in various writing activities;
AKV.01 - identify the role of the Classical language in the development of other languages;
AKV.02 - apply knowledge of simple Latin or ancient Greek vocabulary and grammar to English and other languages.

Specific Expectations

See each activity for the specific expectations met.

Activity Titles (Time + Sequence)

Activity 1	"*verberate!*"	60 minutes
Activity 2	"*vinco!*" or "*verba*" or "λογοι"	60 minutes
Activity 3	"*vince! perde! pinge!*" or "Win, Lose, or Draw"	60 minutes
Activity 4	"*cogitate!*"	60 minutes
Activity 5	Templum	60 minutes
Activity 6	"*specta!*"	60 minutes
Activity 7	Computer Drills	60 minutes
Activity 8	Derivative Mobile	60 minutes
Activity 9	Treasure Hunt (Derivative Worksheet)	150 minutes
Activity 10	Culminating Activity: Derivative Poster	150 minutes

Unit Planning Notes

Ultimately, students' own efforts to memorize new vocabulary and derivatives constitute the most effective method of learning these elements, but the activities below are useful reinforcements of concepts and bring a great vitality to this important aspect of the course. Teachers may select the activities, which work best for them and their students, meeting the requirements of time, physical space, and personal interest. The times given for each activity reflect a general allowance for that approach *throughout the year*, and are not meant to indicate that an activity should be carried out for a certain duration all at once. Activities should be sprinkled throughout the course to create the most effective interplay of approaches and materials.

These activities are particularly useful to fill small periods of time at the end of class (approximately ten minutes) and as incentives for students to use class time well. They motivate students to learn vocabulary and derivatives. Students may be divided into teams by counting off or other non-stigmatizing means in order to increase participation and appropriate competitiveness. Students must also be made aware that proper participation and behaviour are pivotal in ensuring the use of this type of activity in class.

Some equipment is recommended to maximize use of the activities given below: an overhead projector with transparencies, computers with CD-ROM and Internet access, "*vinco*" sheets.

Prior Knowledge Required

Students should have met the expectations outlined in *The Ontario Curriculum, Grades 1-8, Language*. No prior formal vocabulary or derivative knowledge is assumed, since the courses are taught *ab initio*.

Teaching/Learning Strategies

- Teachers are strongly encouraged to incorporate a combination of Socratic teaching method and student-centred learning.
- Teachers should review group learning strategies with students, and provide opportunities for small group learning, learning in pairs, and individual work.
- In cases where unfamiliar activities have been suggested, samples have been provided within the activity outline or in the appendix at the end.
- The activities are intended to be used at various points throughout the course and can be easily adapted to new material being learned.

Assessment and Evaluation

Each activity is accompanied by a variety of suggested assessment/evaluative tools and strategies from which teachers can choose. These assessment tools incorporate formative and summative evaluations reflective of various learning opportunities, techniques, and approaches. Teachers should ensure that they use a variety of evaluative activities to accommodate the diversity of learning styles, student interests, and special needs present in every class.

Resources

See Resources in Course Overview and Planning Notes above.

Appendices

See attached Appendices at the end of the unit.

Activity 1: "*verberate*!"

Time: 60 minutes (approximately six times at ten minutes each)

Description

Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet;
AK1.01 - identify words derived from the Classical language in English and other languages and use such words accurately.

Planning Notes

It is recommended that teachers create a chart containing approximately twenty-five boxes into which they place Latin or ancient Greek words that the students have studied (see Appendix D1 for an example) and photocopy this onto an overhead transparency.

Prior Knowledge Required

Students are expected to have learned the required vocabulary and derivatives.

Teaching/Learning Strategies

1. Teachers divide students into two teams and give one pointer to each team.
2. Each team sends a representative to the overhead screen, onto which the vocabulary or derivatives chart is projected.
3. Teachers call out the English meaning of one word on the chart; the students locate/point to the correct word.

4. The same procedure can be used with derivatives - call out the meaning of an English word derived from the Latin or Greek, whose root word the students then point to).
5. The student who points to the correct word first earns a point for her/his team.
6. When a student has earned three points for the team, another member of the team has a turn and the game continues.

Assessment/Evaluation Techniques

Diagnostic:

- Teachers assess whether students have learned required vocabulary/derivatives through observation of each student.
- Students self-assess whether they have learned required vocabulary/derivatives or whether additional effort is needed by tracking the number of words they know as they play. This is an excellent self-diagnostic tool.

Summative:

- student translations using vocabulary in assignments, tests and exams
- vocabulary and derivative questions on quizzes, tests, and exams

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 2: "*vinco*!" or "*verba*" or "λογοι"

Time: 60 minutes (approximately six times at ten minutes each)

Description

Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet.

Planning Notes

Teachers create a blank " *vinco/verba* or λογοι" card which they provide to students (see Appendix D2 for example.) Teachers provide blank sheets which contain lists of vocabulary below each column (at least seven or eight per column, so that students have choice).

Prior Knowledge Required
Students are expected to have learned the required vocabulary and derivatives.

Teaching/Learning Strategies
1. Students use the Latin or ancient Greek words provided to fill in the squares on their cards.
2. Teachers call out the English meaning of a Latin or ancient Greek word from the selection on the card.
3. Students cross out or highlight the appropriate word in the Classical language. The first one to fill a complete line or the entire card (depending on what the teachers' instructions are) calls "*VINCO!*" or "*VERBA*" or "νικησα".
4. This student reads the words in the Classical language and gives their definitions. (Teachers may choose a random selection of words to ask definitions for.)
5. The same procedure is followed for derivatives: teachers call out the meaning of an English word derived from a Latin or ancient Greek word; students must cross out the appropriate root word from the Classical language (e.g., "an English word that means *curse* comes from this root" answer = *vituperat*).

Assessment/Evaluation Techniques
Diagnostic
- Teachers can easily assess whether students have learned required vocabulary/derivatives by observing the number of words crossed out.
- Students can easily self-assess whether they have learned required vocabulary/derivatives or whether additional effort is needed by observing the number of words they were able to cross out. This is an excellent self-diagnostic tool.

Summative
- student translations using vocabulary in assignments, tests, and exams
- vocabulary and derivative questions on quizzes, tests, and exams

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 3: *"vince! perde! pinge!"*
Time: 60 minutes (approximately six times at ten minutes each)

Description
Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek.
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees).

Planning Notes
Teachers may make vocabulary cards.

Prior Knowledge Required
Students are expected to have learned the required vocabulary and derivatives.

Teaching/Learning Strategies
1. Teachers divide students into teams of four or five or facilitate students in forming teams themselves.
2. Each team selects a person to participate first and determine which team will play first.
3. The first participant is given a Latin or ancient Greek word that they draw or act out, if teachers wish to create a charades option.
4. The contestant's team has one minute in which to make multiple guesses of the Latin or ancient Greek word being drawn or acted out.
5. If the team fails to guess the word within one minute, the next team has a chance. Each team has ten seconds to answer until the turn reaches the original team, at which time the word is "no longer in play."

Assessment/Evaluation Techniques
Diagnostic:
- Teachers can easily assess whether students have learned required vocabulary/derivatives by observing how quickly a group can identify the words.
- Students can easily self-assess whether they have learned required vocabulary/derivatives or whether additional effort is needed by observing how frequently they are able to identify the words. This is an excellent self-diagnostic tool.

Summative:
- student translations using vocabulary in assignments, tests, and exams
- vocabulary and derivative questions on quizzes, tests, and exams

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 4: "*cogitate*!"
Time: 60 minutes (approximately six times at ten minutes each)

Description
Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;

OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet.

Planning Notes

It is recommended that teachers create a chart that contains 30 spaces, into which they randomly place 15 Latin or ancient Greek words and their corresponding English meanings. Teachers make covers for the squares on the chart (from cardboard or "post-it" notes) and number these sequentially.

Prior Knowledge Required

Students are expected to have learned the required vocabulary.

Teaching/Learning Strategies

1. Teachers display the grid for all students to see (teachers may show students the words first, give them 30 seconds to look at the grid full of words, and then cover them). The words must be covered before the game begins.
2. Students form two or more teams.
3. With teams taking consecutive turns, a representative of each team calls out two numbers and the teacher reveals the words underneath the number.
4. If the Latin/Greek word matches the English meaning, the team gets a point, and the next team takes a turn. If words do not match, they are covered again, and the next team takes a turn.

Alternative version:

1. Teachers make an overhead of a character or scene from the text which students have studied.
2. Teachers cover this with 30 squares and then ask a student the meaning of a Latin or ancient Greek word. If the student answers correctly, the student can select two numbered squares, which the teachers then uncover. The student guesses what picture is hidden under the squares.
3. As each student removes additional squares, more of the picture is revealed until a team successfully identifies the picture.

Assessment/Evaluation Techniques

Diagnostic

- Teachers can easily assess whether students have learned required vocabulary by observing which students can identify vocabulary and how long they take to match the Latin/Greek to the English.
- Students can easily self-assess whether they have learned required vocabulary or whether additional effort is needed by observing how well they match the Latin/Greek to the English. This is an excellent self-diagnostic tool.

Summative

- student translations using vocabulary in assignments, tests, and exams
- vocabulary questions on quizzes, tests, and exams

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 5: Templum

Time: 60 minutes (approximately six times at ten minutes each)

Description

Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives in conjunction with their own efforts to memorize these elements.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.01 - demonstrate an understanding of spoken words, phrases, questions, and simple passages in the Classical language by answering questions and translating material;
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet.

Planning Notes

Teachers select a number of words from the unit being studied and identify a category for each as a clue for students. Students on one team may also choose a selection of words that the other team must identify. The teacher draws the pediment of a temple and six columns beneath it.

Prior Knowledge Required

Students are expected to have learned the required vocabulary.

Teaching/Learning Strategies

1. Students are divided into two or more teams (at teachers' discretion).
2. Teachers (or students from the opposite team) write a number of blanks on the board or overhead corresponding to the number of letters in the Latin or ancient Greek word.
3. Students have the opportunity to guess a letter contained in the word. If the letter is correct, it is placed in the appropriate blank. If the letter is not correct, the teacher erases one column of the temple. If all letters have not been identified before the six columns are erased, the temple collapses and neither team is credited with identifying the word.
4. The game is over when the word is correctly guessed. If the student guesses before all of the letters have been identified, the student must say the word orally and then spell it. The victor must give the correct definition of the Latin or ancient Greek word.

Assessment/Evaluation Techniques

Diagnostic

- Teachers can easily assess whether students have learned required vocabulary.
- Students can easily self-assess whether they have learned required vocabulary or whether additional effort is needed. This is an excellent self-diagnostic tool.

Summative

- student translations using vocabulary in assignments, tests and exams
- vocabulary questions on quizzes, tests, and exams

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 6: "*specta*!"
Time: 60 minutes (approximately six times at ten minutes each)

Description
Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.02 - identify and use standard pronunciation of Latin or ancient Greek;
OL1.03 - demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
OS1.01 - use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet.

Planning Notes
Teachers select appropriate vocabulary and provide small blank index cards to students.

Prior Knowledge Required
Students are expected to have learned the required vocabulary.

Teaching/Learning Strategies
1. Students prepare cards by writing Latin or ancient Greek words on one side, and corresponding English meanings on the other.
2. Teachers arrange students in pairs or allow students to divide into pairs.
3. Students test each other by showing their partners one word at a time and pronouncing the word orally.
4. The partner is required to define the word accurately.
5. Students alternate roles.
6. This activity can be done from Latin or ancient Greek to English, or vice versa.

Assessment/Evaluation Techniques
Diagnostic
- Teachers can easily assess whether students have learned required vocabulary by observing their responses during the activity.
- Students can easily self-assess whether they have learned required vocabulary or whether additional effort is needed by tracking the words they don't know. This is an excellent self-diagnostic tool.

Summative

- student translations using vocabulary in assignments, tests, and exams
- vocabulary questions on quizzes, tests, and exams

Resources

- See Resources in Course Overview.

Appendices

See attached Appendices at the end of the unit.

Activity 7: Computer Drills

Time: 60 minutes (time division as appropriate)

Description

Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
OS1.06 - explain the meaning of simple passages in the Classical language by paraphrasing, summarizing, and answering questions;
RE1.01 - read simple stories in the Classical language and respond to main ideas;
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet;
WR1.01 - use vocabulary correctly and appropriately in the Classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.01 - identify words derived from the Classical language in English and other languages and use such words accurately;
AK1.02 - identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts.

Planning Notes

Teachers access computer programs on Latin or ancient Greek vocabulary and/or derivatives (e.g., *Transparent Language: Latin Now!*).

Prior Knowledge Required

Students are expected to have learned the required vocabulary and derivatives.

Teaching/Learning Strategies
Teachers provide time for students to practice vocabulary and derivative drills through computer programs, following the instructions given.

Assessment/Evaluation Techniques
Diagnostic
- Teachers can easily assess whether students have learned required vocabulary/derivatives by reviewing print-outs of the student's scores.
- Students can easily self-assess whether they have learned required vocabulary/derivatives or whether additional effort is needed by reviewing their computer scores. This is an excellent self-diagnostic tool.

Summative
- student translations using vocabulary in assignments, tests, and exams
- vocabulary and derivative questions on quizzes, tests, and exams

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 8: Derivative Mobile
Time: 60 minutes (time division as appropriate)

Description
Students reinforce their understanding the role Latin or ancient Greek vocabulary plays in the formation of English words as they memorize vocabulary and derivatives.

Strand(s) and Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OS1.04 - use knowledge of Latin or Greek roots and grammar when speaking in English;
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet;
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
AK1.01 - identify words derived from the Classical language in English and other languages and use such words accurately;
AK1.02 - identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts.

Planning Notes
Teachers provide a class set of English dictionaries and prepare a student information sheet on the requirements for this assignment and standards for marking.

Prior Knowledge Required

Students are expected to know how to use a dictionary and how to make a mobile. Students should have learned the required vocabulary and derivatives and should understand the connection between words in the Classical language and modern English derivatives.

Teaching/Learning Strategies

1. Teachers review dictionary skills with students and instruct them in the use of dictionaries to learn about the origins of words, as necessary.
2. Teachers provide students with a list of Latin or ancient Greek words likely to lead them to multiple derivatives. Students choose one of the words from the Classical language around which to build their mobile.
3. Using the word they have chosen and the English dictionary, students generate a list of English derivatives based on this word.
4. Students form their mobile, placing the original Latin or ancient Greek word at the top centre, and attaching the English derivatives below.
5. Teachers display students' mobiles throughout the room for others to see as a reinforcement of derivatives for the class.

Assessment/Evaluation Techniques

Formative: teachers assess whether students can generate a list of correct English derivatives.

Summative

- Mobiles are marked based on the rubrics provided by teachers (see Appendix D3).
- derivative questions on quizzes, tests, and exams

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 9: Treasure Hunt (Derivative Worksheet)

Time: 150 minutes (time division as appropriate)

Description

Students reinforce their understanding of Latin or ancient Greek vocabulary and/or derivatives as they memorize these elements.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OS1.02 - apply correct grammar in Latin or ancient Greek in question and answer activities and problem solving exercises (e.g., exercises that involve completing unfinished sentences);
OS1.05 - translate simple passages in the Classical language both with and without preparation (sight passage);
RE1.03 - use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet;

WR1.03 - use correct grammar and vocabulary in English in various writing activities;
WR1.04 - use knowledge of Latin or ancient Greek roots and grammar when writing in English;
WR1.05 - demonstrate understanding of simple passages in the Classical language by writing translations, paraphrases and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
AK1.01 - identify words derived from the Classical language in English and other languages and use such words accurately;
AK1.02 - identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts.

Planning Notes

Teachers create a series of worksheets based on Latin or ancient Greek vocabulary and derivatives (see Appendix D3) and hide one per group at "workstations."

Prior Knowledge Required

Students are expected to have learned the required vocabulary and derivatives.

Teaching/Learning Strategies

1. Teachers divide students into groups of four.
2. Teachers direct students to the place where the first clue is hidden; students then work co-operatively to define the vocabulary words and provide derivatives for them.
3. When they have finished one sheet, students consult their teachers who check the accuracy of their worksheets. If they have done the sheet correctly, teachers provide a very simple Latin or ancient Greek direction in writing to the next clue along with a dictionary or definition for unfamiliar words.
4. Students translate the clue and proceed to a spot which contains the next vocabulary/derivative sheet.
5. Students continue in this way until they reach the final clue.

Assessment/Evaluation Techniques

Diagnostic

- Teachers can easily assess whether students have learned required vocabulary/derivatives by observing their responses and reliance on dictionaries as well as the frequency of teacher intervention.
- Students can easily self-assess whether they have learned required vocabulary/derivatives or whether additional effort is needed. This is an excellent self-diagnostic tool.

Formative: Teachers can easily assess whether students can complete the worksheets successfully or if they show signs of confusion regarding vocabulary and derivatives.

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 10: Culminating Activity: Derivative Poster

Time: 150 minutes (time division as appropriate)

Description

This activity reinforces students' understanding of Latin or ancient Greek derivatives in English by identifying them within such things as advertisements and slogans, movies, product names, and specialized vocabulary used in different professions.

Strand(s) and Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

RE1.04 - show an understanding of the alphabet of the Classical language, including the ways in which it differs from out modern alphabet;
WR1.03 - use correct grammar and vocabulary in English in various writing activities;
AK1.01 - identify words derived from the Classical language in English and other languages and use such words accurately;
AK1.02 - identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts;
AK1.04 - speak and write in English with clarity and precision.

Planning Notes

Teachers should provide students with an outline of the requirements for this activity and of the marking scheme to be used (see Appendix 5). Teachers should access a class set of English dictionaries and the art supplies necessary for the poster. Teachers may choose to have students work individually on this activity, or in pairs or small groups. If students do this as a computer presentation, they may need access to the computer lab and to specialized software programs.

Prior Knowledge Required

Students are expected to have learned the required vocabulary and derivatives.

Teaching/Learning Strategies

1. Teachers may provide examples of derivatives used in advertising as an introduction to the activity (e.g., Xerox, Chevy Lumina mini-vans, Hercules Tires, Atlas Storage, Quo cosmetics).
2. Students work independently to find examples of English derivatives in advertising, movies, product names, and specialized terminology for different professions. They choose a particular focus, which matches their interest, and create a poster illustrating the connection between Latin and ancient Greek words and those found in such areas as listed above.
3. Students could create a computer presentation instead of a poster.

Assessment/Evaluation Techniques

Diagnostic: Teachers can assess whether students can locate examples of English derivatives in elements of modern society through initial discussion and discussion of the posters.

Summative

- Posters or presentations are marked based on the rubrics provided by teachers.
- derivative questions on quizzes, tests, and exams

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Appendix D1

Sample *verberate!*

agit	anulus	negotium	agit	cera
coquit	cur	e	ego	eheu
habet	inquit	iudex	mendax	pecunia
perterritus	poeta	quaerit	quis	reddit
satis	sed	signum	tu	vendit
vocat	adest	agricola	ambulat	audit
clamor	contendit	currit	euge	fabula
femina	hodie	iuvenis	meus	multus
optimus	petit	plaudit	puella	senex
spectat	stat	turba	ubi	urbs

Appendix D2

V	I	N	C	O
		liber		

Appendix D3

Treasure Hunt

You are a great archaeologist who has recently discovered a buried Roman town that, according to legend, contains a hidden and amazing hoard of treasures. Your job is to de-code the information below in order to find clues that could lead you to a great treasure! Good Luck!

Latin Words	English Meaning	English Derivative
1. amicus	_____	_____
2. canis	_____	_____
3. filius	_____	_____
4. dominus	_____	_____
5. servus	_____	_____
6. villa	_____	_____
7. coquus	_____	_____
8. tablinum	_____	_____
9. soror	_____	_____
10. iudex	_____	_____
11. pulcher	_____	_____
12. dulcet	_____	_____
13. cantat	_____	_____
14. culina	_____	_____
15. horto	_____	_____
16. cubiculum	_____	_____
17. pictor	_____	_____
18. occupatus	_____	_____
19. ridet	_____	_____
20. bibit	_____	_____

Appendix D4

Derivative Mobile Marking Rubric

Criterion	1	2	3	4
References to Classical Language (e.g., correct vocabulary, derivatives)	- references to Classical Language made with limited clarity and correctness	- references to Classical Language made with moderate clarity and correctness	- references to Classical Language made with considerable clarity and correctness	- references to Classical Language made with a high degree of clarity and correctness
Connections	- connections between words in English and Classical Language made with limited effectiveness and accuracy	- connections between words in English and Classical Language made with moderate effectiveness and accuracy	- connections between words in English and Classical Language made with considerable effectiveness and accuracy	- connections between words in English and Classical Language made with a high degree of effectiveness and accuracy
Organization and Research	- limited attention made to organization and research of mobile	- some attention made to organization and research of mobile	- considerable attention made to organization and research of mobile	- thorough attention made to organization and research of mobile
Spelling	- limited attention given to spelling	- some attention given to spelling	- considerable attention given to spelling	- thorough attention given to spelling

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix D5

Derivative Poster Marking Rubric

Criterion	1	2	3	4
References to Classical Language (e.g., correct vocabulary, derivatives, and definitions)	- references to Classical Language made with limited clarity and frequency	- references to Classical Language made with moderate clarity and frequency	- references to Classical Language made with considerable clarity and frequency	- references to Classical Language made with a high degree of clarity and frequency
Explanations:	- explanations between derivatives and Classical Language are made with limited accuracy	- explanations between derivatives and Classical Language are made with some accuracy	- explanations between derivatives and Classical Language are made with considerable accuracy	- explanations between derivatives and Classical Language are made with a high degree of accuracy
Connections	- connections between derivatives and subject area are made with limited effectiveness and accuracy	- connections between derivatives and subject area are made with moderate effectiveness and accuracy	- connections between derivatives and subject area are made with considerable effectiveness and accuracy	- connections between derivatives and subject area are made with a high degree of effectiveness and accuracy
Organization and Research	- limited attention given to organization and research in poster	- some attention given to organization and research in poster	- considerable attention given to organization and research in poster	- thorough attention given to organization and research in poster
Spelling and Grammar	- limited attention given to spelling and grammar	- moderate attention given to spelling and grammar	- considerable attention given to spelling and grammar	- thorough attention given to spelling and grammar

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity - Achievement Chart Correlation

Activity	Knowledge and Understanding	Thinking/ Inquiry	Communication	Application
1. "*verberate!*"	X	X		X
2. "*vinco!*" "*verba*" or "λογοι"	X	X		X
3. "*vince!*", "*perde*", or "*pinge*"	X	X	X	
4. "*cogitate!*"	X	X		
5. "*specta!*"	X	X	X	
6. Computer Drills	X	X	X	X
7. Derivative Mobile	X		X	X
8. Treasure Hunt (Derivative Worksheet)	X	X	X	X
9. Culminating Activity: Derivative Poster	X	X	X	X

Unit 4: Ancient Culture

Time: 25 hours
Subject: Classical Languages, Level 1, Academic
Unit Developers

Margaret-Anne Gillis (Project Manager)
Jennifer Archer
Elizabeth Ellison
James Lynd

Development Date: July 1999
Unit Revisers: (Internal) Rocky Yeung

Unit Description

Students develop an understanding of the ancient culture whose language they are studying, since the language is taught through stories reflecting these topics. Through a variety of individual and group work, including research, and hands-on activities, students have the opportunity to see the past come alive. This section of the course is taught in English (with reference to Classical passages read in class), and involves a variety of teaching and learning approaches. This unit constitutes a wonderful opportunity for teachers and students to be creative and imaginative in learning about ancient cultures.

Strand(s) and Expectations

Strand(s): Oral Communication: Listening, Oral Communication: Speaking, Reading, Writing, Application of Knowledge of the Classical Language to Other Contexts.

Overall Expectations

OLV.02 - show an understanding of basic aspects of ancient societies;
OSV.02 - understand and respond to simple passages in the Classical language;
OSV.03 - apply their knowledge of ancient societies in a variety of appropriate contexts;
REV.02 - demonstrate knowledge of ancient societies;
WRV.03 - demonstrate an understanding of simple passages in the Classical language in various writing activities;
WRV.04 - demonstrate knowledge of ancient societies in their writing;
AKV.03 - show an understanding of the influence of Classical culture on the cultures of later societies.

Specific Expectations

See each activity for the specific expectations met.

Activity Titles (Time + Sequence)

Activity 1	Geography of the Classical World	120 minutes
Activity 2	Entertainment	240 minutes
Activity 3	Food and Dining	120 minutes
Activity 4	Classical Women	240 minutes
Activity 5	Politics and Law	180 minutes
Activity 6	Slavery	200 minutes
Activity 7	Culminating Activity: Research Project	400 minutes

Unit Planning Notes

The units and activities are suggested as *possible* teaching approaches, but in no way prescriptive. Teachers should not feel that they must do *all* of the activities, but rather those most helpful to them and their students. In addition, times given are approximate and reflect a liberal allowance for the activity; teachers may find that activities take them greater or less time than indicated.

Some equipment is recommended to maximize use of the activities: access to a TV/VCR, an overhead projector with transparencies, a slide projector, computers and software (see Resources in the Course Overview), art supplies, a tape/CD player

Each activity within this unit can be incorporated into the culminating activity (research project). Teachers can use the smaller assignment outlined in the various activities as practice for the demands of the research project.

Prior Knowledge Required

Students enrolled in Latin or ancient Greek should understand course content to this point. Students should have met the expectations outlined in *The Ontario Curriculum, Grades 1-8, Language.*

Students are exposed to a great deal of information about the ancient world through such sources as television programs and movies that introduce them to elements of the ancient world. Although the information contained in such programs may not be completely accurate, media sparks student interest and provides a launching point for inquiry into cultural topics.

Teaching/Learning Strategies

- Teachers are encouraged to incorporate a combination of Socratic teaching method and student-centred learning.
- Teachers should review group learning strategies with students and provide opportunities for small group learning, learning in pairs, and individual work.
- In cases where unfamiliar activities are suggested, supplementary information is provided within the activity outline and/or in the appendices at the end.

Assessment and Evaluation

Each activity is accompanied by a variety of suggested assessment/evaluation tools and strategies from which teachers can choose to accommodate the diversity of learning styles, student interests, and special needs present in their class. These assessment tools incorporate formative and summative evaluations reflective of various learning opportunities, techniques, and approaches.

Resources

See Resources in Course Overview. As well, teachers might enlist the help of other staff within their school to connect the Ancient Culture topics to those studied within other subjects. For example, the teacher of computer studies may be interested in co-operating by allowing students in their course who also take Latin or ancient Greek, to complete one large project that meets the needs of both courses.

Appendices

See attached Appendices at the end of the unit.

Activity 1: Geography of the Classical World.

Time: 120 minutes

Description

This activity introduces students to the geographic location of the Classical sites they will encounter during the course. In the process, students reinforce their knowledge of global geography and develop an ability to associate culture and history with geographic locations.

Strand(s) and Expectations

Overall Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OS1.08 - demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations.
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions.
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays).
AK1.04 - speak and write in English with clarity and precision.
AK1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources, including books, the Internet, and software packages.

Planning Notes

It is recommended that teachers provide a blank map template of the Mediterranean, Middle Eastern, European, and North African lands familiar to the ancient Greeks and Romans. (Teachers may wish to contact the Geography and History departments within their schools to obtain these blank maps if necessary.) Towns, cities and other settlements should be indicated on the students' copies so that there is no confusion over the exact location of a site. Students should have pencil crayons, markers, and highlighters to do this activity.
Teachers may use these activities at various points in the course where they deem them most appropriate. Teachers may wish students to approach these activities through group work and peer-/self-evaluation instead of, or in addition to, the strategies suggested.

Prior Knowledge Required

Some general knowledge of geography and general information about the Classical world is assumed, as well as an understanding of course content taught to date.

Teaching/Learning Strategies

1. Teachers begin by projecting a blackline map of the world which all students can view (making adjustments for special needs, as necessary).
2. Teachers elicit student responses in identifying a variety of geographic locations (e.g., Canada, Ontario, the students' town, Europe, Italy, Greece, the Mediterranean Sea, etc.).
3. Teachers provide students with an outline map and assist them in labelling a variety of sites (either in the terminology used by the Romans or in English) within the Classical world (e.g., Britain, Egypt, Gaul, Judaea, Africa, the Middle East, Sicily, Crete, etc.) by indicating these sites on their own overhead.
4. Teachers have students colour the regions of the Classical world in different colours to provide distinction between them.

5. Teachers elicit information about the geography of the ancient Mediterranean world through questions such as What countries do you think were once part of the Roman Empire? Why would Rome want this area to be a province? What types of things could Rome have imported from Egypt? from Greece? from Persia?
6. Students label their maps with other information, such as trade routes and important sites to the text being used (Pompeii, Naples, Britain, Athens, Rome, etc.), the seven Wonders of the Ancient World, natural resources important in the Classical world, and so on.
7. The map should also contain indication of important land formations (e.g., mountains, rivers) and major road networks to show students what ancient travel would have been like.
8. Teachers may also use CD-ROM technology to provide students with a virtual tour of a Classical city, town, fort, or province (e.g., *Exploring Ancient Cities*).
9. Students may choose to create a geography board game working independently or in small groups. (See Appendix E1.) This activity could be done on computer as a CD-ROM game.

Assessment/Evaluation Techniques

Diagnostic: Teachers use their discussion questions to gauge students' knowledge of Classical and modern geography.

Summative

- Teachers mark students' maps for accuracy and completion.
- Map identification questions can be incorporated into tests, quizzes, exams, and, as well, specific map tests/quizzes can be given.
- Teachers assess assignment questions in which students use map knowledge and apply it to cultural information and stories read in class (e.g., Trace a character's journey through the Classical world. Outline trade routes and explain their development.).
- Teachers assess student geography board game (see Appendix E1).

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 2: Entertainment

Time: 240 minutes

Description

This activity introduces students to a variety of entertainment forms in the Classical world, such as theatre, gladiatorial combats, chariot races, and the like. It is meant to be both informative and creative, allowing students to develop an understanding of Classical entertainment, make comparisons to modern ones, and actually experience a sample of those present in the Classical world. Teachers may wish students to approach these activities through individual projects or group assignments instead of, or in addition to, the strategies in this activity.

Strand(s) and Expectations

Overall Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.04 - identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews);
OS1.07 - describe personal reactions to material studied by participating in small and large group discussions;
OS1.08 - demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations;
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions;
WR1.06 - produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays);
AK1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources, including books, the Internet, and software packages;
AK1.06 - show the influence of Classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Planning Notes

It is recommended that teachers gather resources useful to them in their approach to entertainment topics (e.g., films, music, slides, photographs) as well as the technologies needed to display them, where necessary. They should also create instruction sheets/checklists or rubrics for assessment of projects to be done by students.

Prior Knowledge Required

Students have knowledge about a variety of modern entertainment forms and some knowledge of ancient entertainment forms so they can make comparisons. They are also assumed to understand course content taught to date.

Teaching/Learning Strategies

1. Teachers connect translations in the Classical language to entertainment topics such as gladiatorial combats, chariot races, and theatre, presenting cultural information as a companion activity to translation exercises.
2. Teachers augment the cultural information provided in the textbook through handouts, board notes, overheads, classroom discussions, etc., and by using videos relevant to Classical entertainment, including examples of ancient tragedy as well as slides and photographs of theatres and amphitheatres.
3. Students complete a group project on a form of ancient entertainment (e.g., by acting out a scene from a Classical play; by building a model of a chariot; by simulating a chariot race using computer technology; by recreating Roman entertainment forms such as oral readings, pantomimes, dancing, music.)
4. Students are divided into appropriately-sized groups and present their projects to the class. Teachers provide students with instructions and rubrics regarding the marking of this project.
5. As an alternative, students may create a newspaper (or an article) presented as if the writer were witnessing entertainment in the Classical world.

Assessment/Evaluation Techniques

Diagnostic: Teachers gauge student knowledge about ancient entertainment through discussion.

Formative: teacher-student consultation regarding independent project work (e.g., Are students experiencing difficulties with their independent research? Do they need assistance obtaining resources?)

Summative

- teacher assessment of performance of the simulation
- test, quiz, or exam questions in which students explain elements of entertainment in the Classical world and/or provide a personal response to them

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 3: Food and Dining

Time: 120 minutes

Description

This activity introduces students to the cuisine of the Classical world, along with the distinctive way in which dining was experienced by the ancient Greeks and Romans. Students compare ancient foods to modern ones, learning what geographic regions provided which foods, and what modern foods did not exist in the Classical world. Food storage, cooking techniques, use of spices, farming techniques, importation of foodstuffs, the politics of food are all covered in this activity. (The term "politics of food" refers to such concerns as the supply of grain to Rome – if it were interrupted, Rome would face riots and so politicians were ever-mindful of the need to retain open trading routes to Egypt and other provinces.) Teachers may wish students to approach these activities through individual projects or group assignments instead of or in addition to, the strategies in this activity.

Strand(s) and Expectations

Overall Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.04 - identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews);
OS1.07 - describe personal reactions to material studied by participating in small and large group discussions;
OS1.08 - demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations;
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions;
WR1.06 - produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays);
AK1.04 - speak and write in English with clarity and precision;
AK1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources, including books, the Internet, and software packages.

Planning Notes

Teachers may need to research Classical food and dining before creating handouts for the students. Teachers may want to gather a series of recipes from Apicius since it can be challenging for students to locate these themselves. Teachers should collect visual resources showing dining rooms, types of food, banquets, and so forth, which can be used to enliven the presentation of information. Teachers may also want to consult a business teacher at their school for a sample of a simple business plan.

Prior Knowledge Required

Students are assumed to understand course content taught to date.

Teaching/Learning Strategies

1. Teachers connect translations in the Classical language to the cultural topic of food and dining.
2. Teachers augment cultural information in the students' text about food and dining and elicit from them information about their food tastes, leading to a discussion of food availability in the Classical world (e.g., there was no coffee or chocolate in the Classical world), storage techniques, trade routes, and cooking techniques.
3. Teachers show videos, slides or photos of Greek and Roman dining rooms, depicting mosaics and frescoes and foods eaten, etc.
4. Students complete the following assignment: Students assume the persona of Classical restaurateurs (*thermopolium* owner) and create a name for their business, a menu and advertising materials, a financial plan to start the business, and an artistic representation of their restaurant. This activity involves writing, but can also incorporate presentations and skits.
5. Students also research ancient recipes to create a cookbook which they illustrate themselves.
6. Students could prepare and stage an authentic Classical banquet, including various dishes, non-alcoholic beverages, decorations, table orientations, and entertainment.

Assessment/Evaluation Techniques

Formative: teacher-student consultation regarding independent project work (e.g., Are students experiencing difficulties with their independent research? Do they need assistance obtaining resources?)

Summative

- teacher assessment of student assignment in Strategy 4
- quiz, test, exam questions based on the material taught

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 4: Classical Women

Time: 240 minutes

Description

This activity introduces students to the study of Classical women. Students explore gender issues from the Classical perspective, comparing the roles and experiences of women in ancient Greece and Rome to women of modern times.

Strand(s) and Expectations

Overall Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.04 - identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews);

OS1.07 - describe personal reactions to material studied by participating in small and large group discussions;

OS1.08 - demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations;
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions;
WR1.06 - produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays);
AK1.04 - speak and write in English with clarity and precision;
AK1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources, including books, the Internet, and software packages;
AK1.06 - show the influence of Classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Planning Notes

It is recommended that teachers gather some resources regarding Classical women: videos, photographs, slides, historical fiction (novels), a collection of Classical writings on women, possibly even three-dimensional models of clothing or tools used by women.

Prior Knowledge Required

Students are assumed to have understood course content thus far.

Teaching/Learning Strategies

1. Students name five famous Classical men and five famous Classical women. This leads to brainstorming of gender roles in the Classical world, the modern world, in various cultures, and the nature of history (e.g., Who seems to be remembered in history? Why do you think that is? How do you think we know information about Classical women?).
2. Through class discussion, teachers augment cultural information presented in the students' text with material about the acceptable jobs women could hold in the Classical world and the activities in which they could participate. This leads to a variety of topics such as education, politics, social activities, gender separation, legal status, etc.
3. Students prepare either an individual or small group presentation in which the lives and contributions of Classical women are outlined orally and in writing. Students can present this in the third person, or they can take on the persona of a Classical woman (e.g., Xanthippe; wife of Socrates; Clodia; Cleopatra; Livia; Agrippina the Elder; Agrippina the Younger; etc.). Teachers provide instructions and a marking rubric to assist students in the planning of their presentation.
4. Students create materials that were commonly part of Classical women's daily existence (e.g., jewellery, cooking implements, clothing, cosmetic implements). Teachers provide instructions and a marking rubric to assist students in the creation of the project.
5. Students complete a creative writing activity (e.g., a last will and testament, a journal, a letter, an autobiography) in which they take on the persona of a Classical woman and outline her life, experiences, and contributions. Teachers provide instructions and a marking rubric to assist students in their writing.

Assessment/Evaluation Techniques

Diagnostic: teachers use brainstorming session to gauge what students already know about Classical women.

Formative: teacher-student consultation regarding independent project work (e.g., Are students experiencing difficulties with their independent research? Do they need assistance obtaining resources?)

Summative

- teacher evaluation of Strategies 3, 4, and 5
- quiz, test, and exam questions relating to the material studied

Resources

- See Classical Women in Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 5: Politics and Law

Time: 180 minutes

Description

This activity introduces students to the importance of politics and law within the Classical world, and demonstrates the legacy from these areas which the modern world enjoys.

Strand(s) and Expectations

Overall Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.04 - identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews);
OS1.07 - describe personal reactions to material studied by participating in small and large group discussions;
OS1.08 - demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations;
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions;
WR1.06 - produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays);
AK1.04 - speak and write in English with clarity and precision;
AK1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources, including books, the Internet, and software packages;
AK1.06 - show the influence of Classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Planning Notes

It is recommended that teachers prepare handouts/notes they deem necessary for this activity. In addition, teachers should prepare a set of student instructions and marking rubric for the skit activity.

Prior Knowledge Required

Students are assumed to understand course material to this date and to have basic general knowledge of modern politics and law.

Teaching/Learning Strategies

1. Teachers relate translations having to do with Classical law to the exploration of this topic (e.g., in *Athenaze*, there is a street brawl which could lead to a discussion of law in Greece; in the *Cambridge Latin Course*, there is a court case involving Caecilius and Hermogenes, and another involving Anthrax and Sceledrus).
2. Teachers elicit from students their understanding of current legal process in Canada, e.g., how people come to trial; how trials are conducted. This leads to a comparison of modern legal practices with their Classical origins. Classroom discussion focusses on the crime presented in the translation and how students perceive it would be handled today.
3. Teachers show students slides or photographs of Roman *basilicae* (courthouses) or the Greek *areopagus*.
4. Students plan a skit, re-enacting the translation featuring the crime. Teachers can assist students in gathering props and costumes to be used, if possible. Teachers provide students with instructions for the skit presentation, and with a marking rubric to assist in planning.
5. Teachers relate translations having to do with Classical politics to the exploration of this topic (e.g., in the *Oxford Latin Course*, there is a section relating to Cicero; in the *Cambridge Latin Course* Stage 11 focusses on elections; *Athenaze* contains a cultural section on politics). They elicit from students their understanding of current political process in Canada. This leads to a comparison of modern political practices with their Classical origins (e.g., discussing the origins of democracy in Classical Athens; comparing a recent election to an ancient one; discussing the evolution of the Roman Senate into modern Houses of Parliament in Canada and Britain, etc.). This discussion augments information contained in the students' text.
6. Students view videos representing the workings of Roman politics or slides or photographs of the Roman *curia* or Greek *pnyx*.
7. Students participate in a mock-election. Two volunteers assume a persona provided by the teacher (one is a wealthy, well-connected Roman man, and the other is a *homo novus* or unknown man). Each is given two *fautores* whose job it is to illicit support from among the class who represent the populace at large. The *homo novus* is provided with money for bribes and bread to sway the voters.
8. Students are given three days to devise their strategy (at home) before they stage the debate and election in class. They come to class in costume (including the *fautores*). This is not a marked activity, but rather serves as a fun and useful representation of ancient politics.
9. As an alternative, students create election graffiti based on the stories that they have translated from their text. Students choose a candidate to support, and make their graffiti look as Classical and artistic as possible (it should look as if it has been painted on someone's wall).

Assessment/Evaluation Techniques

Summative

- teachers assessment of students' skit presentations
- quiz, test, and exam questions based on the information taught

Resources
- See Resources in Course Overview.

Appendices
- See attached Appendices at the end of the unit.

Activity 6: Slavery
Time: 200 minutes

Description
This activity introduces students to the role of slavery in the Classical world. It leads them to an understanding that slavery was common to many societies, and in the Classical world, it involved social status and conquest rather than race.

Strand(s) and Expectations
Overall Expectations
See Overall Expectations at the beginning of the unit.

Specific Expectations
OL1.04 - identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews);
OS1.07 - describe personal reactions to material studied by participating in small and large group discussions;
OS1.08 - demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations;
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions;
WR1.06 - produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays);
AK1.04 - speak and write in English with clarity and precision;
AK1.06 - show the influence of Classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Planning Notes
It is recommended that teachers gather ancillary resources to augment information from students' text, prepare student information sheets for the writing activity, and gather video and print resources to enliven the lesson. Teachers should be very sensitive to the different cultural backgrounds in their classes as this topic can lead to controversial issues.

Prior Knowledge Required
Students are assumed to understand the course material to date and to have a general understanding that slavery existed as an historical force in different cultures.

Teaching/Learning Strategies

1. Teachers elicit students' ideas about slavery through questions such as: What is slavery? When did slavery begin? Who started it? Where has it existed? How was it connected to ethnicity?
2. Teachers link translations that deal with slavery to the topic of slavery within the Classical world (e.g., by discussing, in the *Cambridge Latin Course*, that Caecilius' father was a slave who was manumitted; in *Ecce Romani I-A*, there are several chapters dealing with run away slaves; in *Athenaze*, Xanthias, a slave of Dikaiopolis, is a character in the stories). Teachers augment information from the students' text with notes regarding Classical slavery or have students glean facts from reading materials.
3. Teachers may read aloud a selection from a novel of historical fiction which brings to life a slave's experience (e.g., Lindsay Davis' book, *The Silver Pigs*, in which the Roman main character, a private detective, poses as a British mine slave in order to conduct an investigation).
4. Students re-enact (following teacher direction) a variety of Roman *manumissio* ceremonies as concrete examples of the process.
5. Students complete a writing activity in which they adopt the persona of a slave or master, and write letters, diary entries, or journals regarding their lives and experiences (e.g., a Celtic mine slave writes about the experience of being conquered and entering the world of mining; a Roman *ornatrix* writes about what she has witnessed and experienced in her wealthy *domina's* home). Teachers provide instructions and a marking rubric to assist student planning.

Assessment/Evaluation Techniques

Diagnostic: preliminary discussion with students involving the background of slavery as an historical global force

Formative: classroom question-and-answer discussions regarding elements of slavery

Summative

- teacher assessment of student writing activity in Strategy 5
- quiz, test, exam questions regarding the topic

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Activity 7: Culminating Activity: Research Project

Time: 400 minutes

Description

Students incorporate their knowledge of a variety of cultural topics and choose one of particular interest to them to research. Students enhance their research skills and their skills in writing effectively in English.

Strand(s) and Expectations

Overall Expectations

See Overall Expectations at the beginning of the unit.

Specific Expectations

OL1.04 - identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews);
RE1.05 - demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions;
WR1.07 - demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays);
AK1.04 - speak and write in English with clarity and precision;
AK1.05 - gather and analyse information about the ancient world using a variety of electronic and print sources, including books, the Internet, and software packages;
AK1.06 - show the influence of Classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Planning Notes

It is recommended that teachers prepare a list of possible topics from which students can choose or students choose their own topic in consultation with the teacher. Teachers should also access resources regarding more specialized topics to share with students. Teachers prepare student information sheets outlining the elements that must be included, proper writing and bibliographic format, and an indication of the marking rubric to be used (see Appendix E3 – Research Project Rubric for reproducible masters). Teachers instruct students in the proper preparation of a research paper, as necessary.

Prior Knowledge Required

Students are expected to understand course content taught to date.

Teaching/Learning Strategies

1. Teachers present students with a list of possible topics from which to choose an independent research project and other resources to support their research and presentations.
2. Teachers decide on a sufficient amount of class time to allot for gathering resources and conferencing with students. Teachers should also include in this time allotment sufficient time in which to consult with their students as to the progress of their research. It is recommended that teachers set a series of due dates: one for the research notes; one for the rough draft; and one for the final copy. Teachers give feedback on the rough draft as to areas needing improvement (see Appendix E3 – Research Project Rubric).
3. Students make a five-minute presentation, sharing their learning with their peers, and demonstrating a strong understanding of the topic explored. Teachers provide a marking rubric for this presentation to assist student planning.

Assessment/Evaluation Techniques

Formative: teacher-student consultation to ensure the effective progress of the project (e.g., student checklist of elements to include in the paper; teachers checking that students have enough helpful resources, etc.)

Summative:

- student research project in which students choose a topic of particular interest to them, organize resources to inform their writing, plan an outline, carry out the research, and write a paper effectively using appropriate elements of style
- student presentation of understanding of the topic studied

Resources

- See Resources in Course Overview.

Appendices

- See attached Appendices at the end of the unit.

Appendix E1

Classical Geography Game

Instruction Sheet

- In a group of three, devise a game in which characters from our text (e.g., Caecilius, Grumio, Quintus, Syphax; Quintus Horatius Flaccus, Horatia, Scintilla; Dikaiopolis, Philip, Xanthius, Melissa) travel to several cities, towns, and regions around the Mediterranean.
- Create a game board on bristol board by drawing a map of the Mediterranean with provinces, cities, and regions listed clearly and indicated with different colours, correlating to the map activity previously done in class.
- Prepare game pieces decorated to indicate the characters they represent from the text.
- Devise the rules of play and clearly describe the rules in a game sheet. This sheet should be typed and the directions should be easy to understand.
- You may use modern games as models but should not use the game boards or pieces themselves. Be as creative and artistic as possible.
- Make sure that the information you use is accurate; you may have to complete additional research to augment information given in class.

The object of the game is to have the characters travel around the Mediterranean – perhaps they are involved in trade or commerce; perhaps they are involved in battles as a soldier; perhaps they are captured and sold as a slave.

** As an alternative, you may devise this game as a CD-ROM computer activity.

You will be evaluated as follows:

Accuracy:	10
Clarity of Instruction:	10
Total:	/20

Appendix E1 (Continued)

Classical Geography Game

Marking Sheet

Praenomines of Group Members: _____

_____

Name of Game: _____

Date of Submission: _____ Total: _____ / 20 marks

Accuracy: **1 2 3 4 5 6 7 8 9 10**
(Are the cities, regions, and provinces correctly located and labelled? Is the information contained in questions and directions accurate, reflecting information given in class or additional research?)

Clarity of Instruction: **1 2 3 4 5 6 7 8 9 10**
(Are the instructions clearly worded, using correct English grammar and paragraphing? Have the students made an attempt to include Latin or Greek words or phrases? Are the instructions easy to follow or must the creators be consulted?)

Total: **/20**

Appendix E1 (Continued)

Classical Geography Game

Peer Evaluation

Praenomines of Group Members: _____

_____

Title of the Game: _____

Names of Peer Markers: _____

Date of Submission: _____ Total: _____ / 20 marks

Accuracy: **1 2 3 4 5 6 7 8 9 10**
(Are the cities, regions, and provinces correctly located and labelled? Is the information contained in questions and directions accurate, reflecting information given in class or additional research?)

Clarity of Instruction: **1 2 3 4 5 6 7 8 9 10**
(Are the instructions clearly worded, using correct English grammar and paragraphing? Have the students made an attempt to include Latin or Greek words or phrases? Are the instructions easy to follow or must the creators be consulted?)

Total: **/20**

Appendix E2

Banquet

In helping students prepare for a Greek or Roman banquet, teachers may find the following useful:

1. Choose a date and time at which to hold the banquet, allowing sufficient preparatory time for the students to organize food, costumes, and activities.

2. Access a CD player to play music during the event; or assign some students to prepare presentations (oral readings, dramatizations, etc.); or show a Classical movie during the banquet.

3. Have the students prepare a "pot luck" banquet for which they re-create recipes from Apicius. (Be sensitive to food allergies.) Students sign up to bring a certain dish and they bring their own plate, cup, and napkin, as well as a serving dish for the food item they bring.

4. It is best to hold this activity during a class which borders the lunch hour, if possible, to allow maximum possible time for the event.

5. Post a sign-up list for students to volunteer for various roles within the social structure being re-enacted.

6. Make *vinum falsum* from ginger ale and grape/cranberry juice.

7. Arrange a place to store the food until needed.

8. Arrange with colleagues for students to leave class early, or arrive late, because of this event.

9. Have students arrange the desks to recreate the shape of a *triclinium*, or arrange to use gym mats, arranged in this shape, on which to recline.

10. On the day of the event, students change into their costumes after they have arranged the classroom, and then take their places ready for the banquet

11. Following the banquet and activities, the students are responsible for clean-up and organization of the classroom.

Appendix E3

Research Project Rubric - Rough Draft Checklist / Suggestion Sheet

			Comments
Research: Have you used at least four different sources of information for this paper?	Yes	No	
Have you provided a copy of any Internet information you have used?	Yes	No	
Introduction: Have you included a good introduction that sets the scene for your paper?	Yes	No	
Body of the Paper: Does the main body of the paper have a logical sequence to the information? Is it thorough, interesting, accurate; are the writing and content of high quality?	Yes	No	
Have you avoided using "I", "you", "we" or contractions in your paper?	Yes	No	
Quotes: Have you included the right number of quotations and cited your sources properly?	Yes	No	
Spelling: Is your spelling accurate in this paper ?	Yes	No	
Grammar: Are there grammar points in your writing that should be fixed before you hand in the final draft?	Yes	No	
Conclusion: Have you written a good conclusion that closes the paper in an effective way?	Yes	No	
Title Page: Does it follow the example given?	Yes	No	
Spacing: Is your work double-spaced?	Yes	No	
Margins: Do you have 1" margins on all sides?	Yes	No	
Page Numbers: Have you numbered all pages except the title page and the blank one at the end?	Yes	No	
Works Consulted: Have you included one that follows the example given in class?	Yes	No	
Word Count: Does your paper meet the required word count?	Yes	No	
Total: **Comments:**			

Appendix E3 (Continued)

Research Project Rubric - Final Draft Marking Sheet

Research: Have you used at least four different sources of information for this paper?	1	2	3	4	
Have you provided a copy of any Internet information you have used?	1	2			
Introduction: Have you included a good introduction that sets the scene for your paper?	1	2	3	4	5
Body of the Paper: Does the main body of the paper have a logical sequence to the information? Is it thorough, interesting, accurate; are the writing and content of high quality?	5 30	10 35	15 40	20	25
Have you avoided using "I", "you", "we" or contractions in your paper?	1	2			
Quotes: Have you included the right number of quotes and cited your sources properly?	1	2	3	4	5
Spelling: Have you ensured that your spelling is accurate in this paper?	1	2	3	4	5
Grammar: Are there grammar points in your writing that should be fixed before you hand in the final draft?	1	2	3	4	5
Conclusion: Have you written a good conclusion that closes the paper in an effective way?	1	2	3	4	5
Title Page: Does it follow the example given?	1	2			
Spacing: Is your work double-spaced?	1	2			
Margins: Do you have 1" margins on all sides?	1	2			
Page Numbers: Have you numbered all pages except the title page and the blank one at the end?	1	2			
Works Consulted: Have you included one that follows the example given in class?	1	2	3	4	5
Word Count: Does your paper meet the required word count?	1	2	3	4	
Total: **Comments:**					**/90**

Activity - Achievement Chart Correlation

Activity	Knowledge/ Understanding	Thinking/ Inquiry	Communication	Application
1. Geography of the Classical World	X	X	X	X
2. Entertainment	X	X	X	X
3. Food and Dining	X	X	X	X
4. Classical Women	X	X	X	X
5. Politics and Law	X	X	X	X
6. Slavery	X	X	X	X
7. Research Project	X	X	X	X